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**An examination of library involvement in the literacy education
programs of the North Carolina Community College System: A
perceptual analysis**

Vaughan, Elinor Folger, Ed.D.

The University of North Carolina at Greensboro, 1986

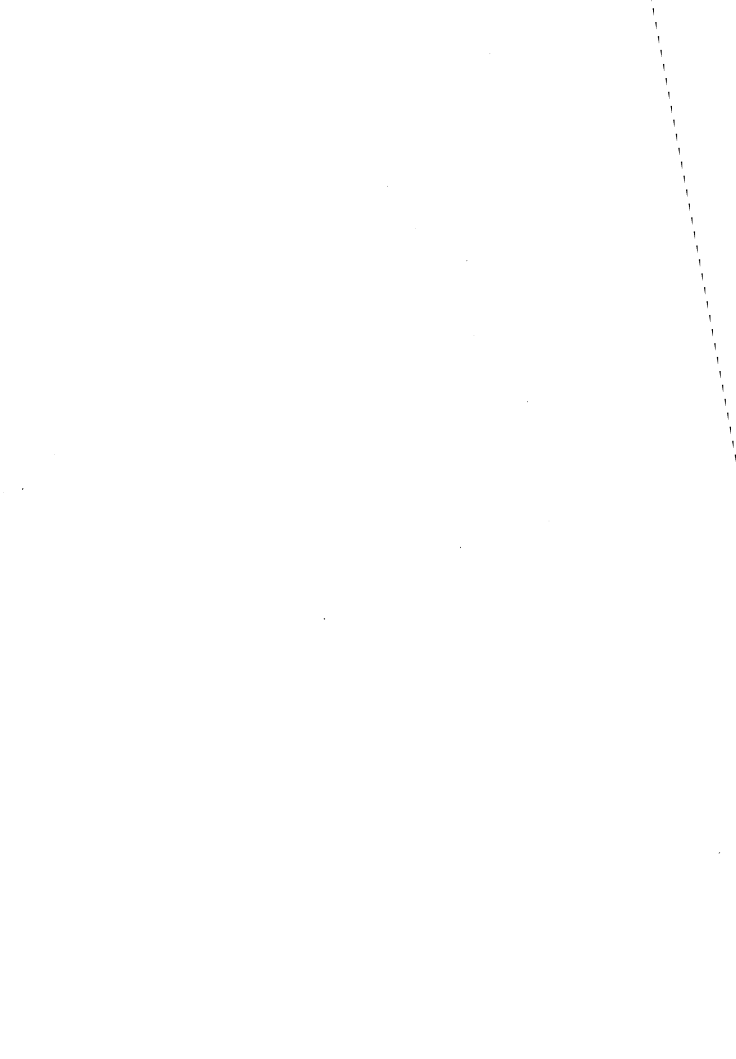
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AN EXAMINATION OF LIBRARY INVOLVEMENT IN THE LITERACY
EDUCATION PROGRAMS OF THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM:
A PERCEPTUAL ANALYSIS

by

Elinor Folger Vaughan

A Dissertation Submitted to
the Faculty of the Graduate School at
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in Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

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1986

Approved by


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APPROVAL PAGE

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VAUGHAN, ELINOR FOLGER, Ed.D. An Examination of Library Involvement in the Literacy Education Programs of the North Carolina Community College System: A Perceptual Analysis. (1986) Directed by Dr. Kieth Wright. 265 pp.

This study focused on exploring the interrelationship of library and literacy education programs of the North Carolina Community College System (NCCCS). The primary purpose of the study was to identify the nature of library involvement in the accomplishment of the literacy education mission of the fifty-eight-member organization of two-year institutions. The literacy education client group that was specified was the students enrolled in the Adult Basic Education (ABE) program, who were described as functionally illiterate.

In order to obtain data for the perceptual analysis, identical three-part surveys were sent to fifty-seven of the institutions of the NCCCS, addressed to the library program director and the director of the ABE program. Respondents were instructed to answer independently. A one hundred percent rate of return was achieved. The collected data were arranged in tables of rankings and observations were noted.

The primary conclusions that were reached follow:

(1) A minimal level of library services is offered to literacy education students of the North Carolina Community System; most services that are offered may be considered traditional library services that require minimum amounts of staff time to plan and implement.

(2) The literacy and library program directors of the North Carolina Community College System consider increased opportunities for communication important to the development of a closer working relationship.

(3) Functional illiteracy is perceived to be widespread in North Carolina, with literacy program directors exhibiting a heightened consciousness of the pervasiveness of functional illiteracy.

(4) The North Carolina Community College System is perceived to be the primary provider for literacy education in North Carolina by literacy and library program personnel.

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Additionally, the staff of the learning resources center of Stanly Technical College was highly supportive of my efforts. I especially appreciate the cooperation and support provided by the Dean for Learning Resources, Mrs. Iris Young Fisher.

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CHAPTER I.

INTRODUCTION

The Problem and Its Background

The prevalence of illiteracy in the most prosperous nation on earth has generated a great deal of publicity in this decade. On the national level, in 1982 a highly publicized report in U.S. News & World Report stated that twenty-three million Americans, or one in five adults, lack the reading and writing skills to cope minimally with life in our society; one fifth of the adult population was therefore described as functionally illiterate.¹ In 1983 the report of the National Commission on Excellence in Education proclaimed that our nation was at risk through the erosion of basic skills.²

The March 1985 publication, Illiterate America, contained the suggestion by author Jonathan Kozol that the report of the National Commission on Excellence in Education had actually understated the problem of illiteracy:

When we are told by those who write commission studies that our nation is at risk, we need to ask whether the risk is not much greater and far less mechanical than they suggest. Is it the risk of ceasing to be a democratic nation altogether.³

Kozol illustrates his alarm by stating that sixty million Americans, a third of the adult population, cannot read

the front page of a newspaper.⁴ The lack of literacy skills prevents many of these adults from finding employment in a society which demands increasingly complex skills of its workers. Illiterate Americans exert little influence in the political process; therefore, they are powerless to help their children escape a similar fate, and the cycle of illiteracy is perpetuated.⁵

More startling facts were reported in April, 1985, in USA Today: the United States ranks forty-ninth in literacy among the 158 members of the United Nations; yet most illiterates have completed at least twelve grades.⁶ A Census Bureau report released in April, 1986, reported that thirteen percent of the adults living in the United States are illiterate in English.⁷

The implications of functional illiteracy for the American economy and defense were publicized in August, 1985, by the report Literacy at Work, prepared by the Northeast-Midwest Institute and funded by the American Can Company Foundation.⁸ During the House Education and Labor Committee's hearings on illiteracy in this nation, the committee chairman, Representative Augustus Hawkins of California, cited the report to show that the inability of citizens to function effectively in society costs the government about 225 billion dollars in welfare payments, crime, incompetence on the job, lost tax revenue, and remedial education expenditures yearly.⁹

Illiteracy as a societal problem has also been highlighted in recent months in North Carolina. The involvement of the North Carolina Community College System (NCCCS) in an intensified effort to combat illiteracy in the state was announced on August 8, 1984, by Robert W. Scott, State President of the North Carolina Department of Community Colleges. He officially inaugurated a two-year program to promote literacy education, the "North Carolina Adult Literacy Awareness Initiative." Scott stated that illiteracy "is an economic problem. . . . It is a social problem. . . . It is a human problem."¹⁰

In a subsequent message to the personnel who work directly with literacy education programs in the North Carolina Community College System, Scott provided some figures which illustrate the magnitude of the problem of illiteracy in the state:

835,620 is not a telephone number or a quarter-back's signal. It is the number of North Carolina adults over the age of 25 who have less than an eighth-grade education. This number exceeds the combined populations of Charlotte, Raleigh, Winston-Salem, and Greensboro. Another figure, 1.5 million, signifies the number of adults in our state who have not completed their high school education, a number greater than the combined populations of Wake, Guilford, Cumberland, Forsyth, Durham, and Gaston counties, six of the most populous counties in North Carolina. Only two other states in the union have a higher percentage of the work force without high school diplomas.¹¹

By August, 1985, the second year of the two-year "Adult Literacy Awareness Initiative," the effort to reach more

adults in need of instruction in basic literacy skills was launched by Scott and Governor James G. Martin. Both spoke of the vast numbers of North Carolinians who have been adversely affected by illiteracy and of the effect of their lack of basic skills on the economy of the state. Scott said that despite a forty-eight percent increase in enrollment in Adult Basic Education (ABE) classes from 1981 to 1984, only six percent of adults in need of literacy education have been reached.¹² Scott stated that low productivity, absenteeism, and poor quality work are often associated with illiterate workers, and that literacy education programs "can and do indeed turn a tax burden into a taxpayer."¹³

The social and economic implications of illiteracy cited by Scott were underscored by Martin when he stated, "The loss of human potential to our people, our economy, and to our state's future is enormous. Industries who are considering coming to North Carolina want to be assured of a literate and trainable work force."¹⁴

Across the state newspaper editorials have publicized the need for the alleviation of the problem of illiteracy in North Carolina. For example, the lead editorial in the Winston-Salem Journal of Sunday, August 11, 1985, noted that North Carolina is third among states in the percentage of adult illiteracy in the population, and this situation has resulted in an "illiteracy penalty" being imposed on the state in terms of a less knowledgeable citizenry and a drain on the

economy. The editorial concluded with the suggestion that the repeal of the penalty of adult functional illiteracy "should become a high priority on the agenda for North Carolina and the nation."¹⁵

The Problem and Its Background

The urgency of the need for literacy education in the decade of the eighties at the state and national levels has been highlighted. This paper will explore the role of libraries in implementing the impetus for literacy education.

At the national level the voices who support the literacy education movement and the role of libraries in this mission have been apparent. Writing in 1981, Henry Drennan of the Research and Demonstration Branch, Office of Libraries and Learning Technologies, United States Department of Education, described in general terms the commitment of librarians to the cause of promoting the value of literacy:

Librarians, with other educators, share a deep unease about illiteracy. Their concern is rooted in the power of the written word to overcome social disabilities and to furnish opportunity for well-being.¹⁶

In 1983 librarians responded positively to the urgency of the report of the National Commission on Excellence in Education by participating in the Libraries and Learning Project sponsored by the United States Department of Education, Center for Libraries and Education Improvement. Suggestions for implementing the recommendations contained in A Nation at

Risk were gathered in Libraries and the Learning Society; Papers in Response to a Nation at Risk.¹⁷ Representing the concerns of academic librarians, Richard M. Dougherty discussed the responsibility of academic librarians to adult students with poor literacy skills as follows:

The mediocrity referred to by the At Risk authors refers to the bulk of our school age population, but there is a special need to aid those groups that are frequently categorized as disadvantaged. . . . Our strategy is to link together the talents of librarians, counselors, and reading instructors using the library environment as the program's focal point.¹⁸

Also written in response to A Nation at Risk was the report by the American Library Association Task Force on Excellence in Education, Realities: Educational Reform in a Learning Society, published in 1984, which recommended increased cooperation between libraries and literacy volunteers and expanded support for literacy training programs for adults, as well as other suggestions for strengthening our educational programs.¹⁹

Yet another exhortation on the national level for the alleviation of adult illiteracy in America was offered by the Librarian of Congress, Daniel J. Boorstin. On December 7, 1984, Boorstin proposed in a report to the Congress of the United States to eradicate adult illiteracy in the nation over the next several years. Suggesting that there would be no better way to observe in 1989 the two hundredth anniversary of the United States Constitution than to abolish illi-

teracy, Boorstin stated:

There would be no better manifest of our determination to fulfill the hopes of our founders and justify the faith that a free people can provide themselves and their children with the knowledge that will keep them free.²⁰

Concerning the reactions of those North Carolinians representing libraries to the calls for literacy education in the decade of the eighties, in 1982 H.K. Griggs asked for cooperation among North Carolinians, including educators, librarians, business leaders, and legislators, to "form a coalition to develop plans and secure resources to reduce the catastrophic effect of the 1,000,000 illiterates in the state."²¹

The previously discussed "Adult Literacy Awareness Initiative" sponsored by the North Carolina Department of Community Colleges has been one response to this plea. Librarians, too, have responded, either by sponsoring or promoting literacy education programs. One example of multi-agency sponsorship of a literacy education program is Project LIFT (Learning Information for Today). Sponsored by the Durham County Literacy Council, the Durham County Public Library, local educational institutions, and service organizations, LIFT promotes and provides literacy education tutoring services.²²

Other examples of literacy education projects involving multi-agency cooperation served as models of successful projects at spring workshops sponsored by the North Carolina

Library Association Public Library Section Literacy Committee. Two workshops held in May, 1985, and titled "Learning About Literacy: How to Set Up a Literacy Program in Your Library," highlighted the ABLE (Adult Basic Literacy Education) Project, sponsored by Central Piedmont Community College; Project REAL (Reading Education for Adults at the Library) sponsored by the Rockingham County Public Library in conjunction with Rockingham Community College; and the ACE (Adult Continuing Education) Department of Forsyth County Public Library, which works closely with Forsyth Technical College and the local literacy council.²³

As the references to the library-sponsored programs just mentioned illustrate, responses to the need for literacy education among North Carolinians in the 1980s have involved the North Carolina Community College System. The fifty-eight technical and community colleges of the system have been committed to literacy education since the inception of the system in 1963. Literacy skills have long been considered important in helping North Carolinians train for jobs and in making the labor force in the state attractive to new industry. The impact the community college system has on adult education in North Carolina is illustrated by the fact that about one fifth of all high school diplomas, or the equivalent, awarded to North Carolinians are given to adults enrolled in the basic education programs offered by the community college system.²⁴

The literacy education mission of the North Carolina Community College System has been implemented and publicized. However, the role of the NCCCS libraries or learning resources centers (LRCs) in the implementation of the literacy education programs of the system has not been publicized to any great extent. Although the community colleges are often mentioned in connection with literacy education programs in North Carolina, the most frequently publicized efforts of libraries in regard to literacy education programs have been those sponsored by public libraries.

The Purpose of the Study

This study focuses on the role of library services in the accomplishment of the literacy education mission of the North Carolina Community College System.

The first purpose of the study was to identify the nature of library involvement in the accomplishment of the literacy education programs of the North Carolina Community College System, particularly the program which is concerned most directly with students most severely lacking in literacy skills, the students enrolled in the Adult Basic Education (ABE) program.

A second purpose of the study was to obtain recent comprehensive information about the role of the North Carolina Community College System as a provider of literacy education services, particularly in reference to other providers of literacy education in the state.

A third purpose of the study was to obtain recent comprehensive information concerning the components of the learning resources centers of the North Carolina Community College System.

The Significance of the Study

Although the North Carolina Community College System is heavily involved in literacy education, there have been few concerted efforts to explore the role of library services in this mission of the community college system. The profile contained in this study of existing levels of library involvement in the literacy education programs of the NCCCS should furnish necessary information to literacy and library program personnel in the community college system who seek to explore the appropriate role of libraries in the literacy education mission of the system. Increasing educational opportunities for persons enrolled in the literacy education programs of the institutions may be accomplished through the increased utilization of library resources. This study should prove useful as such plans are formulated, since the total population of literacy and library program directors, with the exception of the two persons who fill these positions at the institution where the writer is employed, were surveyed.

The results of the study may serve as a catalyst to the development of expanded useful communication among literacy and library personnel of the NCCCS, possibly resulting in the ex-

pansion of library program offerings to literacy education students.

Other results of the study may further reinforce widely held concepts concerning the relative importance of the NCCCS as a provider of literacy education in North Carolina. The study should prove useful to planners for literacy education who seek additional funding for the acceleration or expansion of their programs. Justification for additional budgetary allocations should also be provided to library program planners who seek to augment funds earmarked for materials or programs which support literacy education, as well as to request additional areas of funding for the development and implementation of new programs designed to serve students of the basic skills of literacy.

Information obtained from this study will provide a status study of the components of the LRCs of the North Carolina Community College System. A comprehensive study of the services provided in the NCCCS LRCs has not been conducted since 1979. At present some of the institutions in the system have implemented or are considering the implementation of structural reorganization of the LRCs, and some institutions do not employ the learning resources concept, preferring to offer the services of an LRC through other administrative units. This study should prove useful to the researcher of the status of the learning resources concept as implemented in the North Carolina Community College System in 1985.

Basic Assumptions

The following statements are the basic assumptions of this study.

- (1) Accurate data concerning literacy and library programs of the North Carolina Community College System could be obtained by means of a carefully constructed survey instrument.
- (2) The perceptions of the total population of library and Adult Basic Education program directors of the North Carolina Community College System, excepting the two persons holding those positions at the institution at which the writer is employed, could be described by obtaining a one hundred percent response to the survey questionnaire.
- (3) The study concerns educational issues of interest to educators, librarians, and society.

Limitations of the Survey

The survey of specified personnel of the North Carolina Community College System was conducted with certain limitations, as stated below.

- (1) Respondents may have disregarded the instructions provided in the cover letter concerning collaboration, in some instances, due to lack of confidence about their knowledge of program offerings.
- (2) Although key terms utilized in the survey instrument were defined, inconsistencies in responses may have occurred as

the result of variances in interpreting the definitions.

- (3) Descriptive data were limited to those variables determined by the researcher to be the most pertinent to the purposes of the study.

Definition of Terms

Adult Basic Education (ABE): A literacy education program for adults who have not completed high school or who function at less than the eighth grade level in reading, writing, and computational skills; some emphasis is placed on the development of social skills. The program is partially federally funded; locales vary.

Audiovisual services: Production of nonprint resources and management of hardware utilized with audiovisual software; in some instances may include management of nonprint resources.

Component: One of the constituent parts of some larger whole; a unit of analysis, such as a service provided by an administrative unit.

Developmental studies: Instruction of high school graduates deficient in literacy skills so as to enable them to improve their skills in or gain admission to curriculum-level courses.

Facilitator: One who assists, enables, or makes less difficult; specifically refers to one who assists in the transfer of knowledge.

Facilities: Location where enabling services are located.

Functional illiteracy: The lack of mastery of tasks requiring

the minimum competencies in reading, writing, and computation that will allow independent functioning in society.

Functional literacy: The ability to master the tasks required of persons in their surroundings by utilizing reading, writing, and computation skills.

Illiteracy: The lack of ability to read, write, and compute at minimal or basic levels of competency.

Instructional services: Learning activities developed or administered through the learning resources center; may include module development or credit and non-credit individualized instruction in a laboratory situation.

Learning resources center (LRC): See definition of library/learning resources center (LRC).

Learning resources center administrator: The person in each institution of the North Carolina Community College System who has administrative responsibility for all components of the learning resources center.

Learning resources center services: Library services, audiovisual services, instructional studies, developmental studies, and miscellaneous services provided to enhance the educational and community service missions of the institutions of the North Carolina Community College System that are administered through the library/learning resources center.

Library/learning resources center (LRC): The administrative unit that integrates all educational support services avail-

able at a technical institute or college or a community college, regardless of the physical location or organization. It is an administrative configuration that may include library, audiovisual, instructional, developmental, and miscellaneous services. In the instances of those units of the NCCCS that do not indicate the presence of an LRC on campus, the term designates all services administered by the head of the library, with the library being the basic educational support component.

Library program director: The person who oversees the daily functioning of the library services component of the LRC.

Library services: A number of resources and activities that may be offered to patrons of the library ranging from passive services such as the provision of print and nonprint resources for circulation (often referred to as "traditional" library services) to more active services such as the development and implementation of tutoring services involving the interaction of library personnel.

Literacy: The ability to understand materials and to learn independently and the ability to read at the level which involves critical thinking in the interpretation of complex materials.

Literacy education: Instruction in the basic skills of reading, writing, and computation designed to enable participants to attain functional literacy; refers herein to the education of adults.

The North Carolina Community College System (NCCCS): A system of fifty-eight public two-year technical institutes and colleges and community colleges which offer college transfer, vocational and technical, developmental and remedial, cultural and other programs.

This initial chapter has summarized the scope and significance of the problem of illiteracy in our society and pointed to the activities of the North Carolina Community College System to reduce adult illiteracy in the state. The need for information on the role of community college library/LRCs in literacy education efforts of the NCCCS was highlighted and a survey proposed to explore the various roles of the LRCs in literacy education efforts.

Chapter II presents a conceptual framework for the consideration of illiteracy in America and North Carolina as a problem which is frequently dealt with in a curricular context in the public two-year institutions of higher education. Particular emphasis is placed on the role of libraries in the provision of literacy education to adults in America, and specific consideration is given the activities of the community college libraries in this respect.

The third chapter discusses the methodology that was utilized to obtain information concerning the role played by the library/LRCs of the NCCCS in the support of the literacy education mission of the system. The survey questionnaire that

was utilized is discussed, as well as the population that was surveyed. The data collection and analysis processes that were utilized are also discussed.

Chapter IV consists of a detailed analysis of the information derived from the survey questionnaire. Principal topics of discussion are the functions of the NCCCS LRCs, the role of the NCCCS as an agent of literacy education in the state, and the activities of the library/LRCs in support of the literacy education mission of the NCCCS.

The final chapter discusses the conclusions and implications that were derived from the study and contains recommendations for practical applications of the research findings, as well as suggestions for further research.

The next chapter, Chapter II, will discuss the framework upon which this study is established and the literature which was reviewed in order to derive a framework for the study. Illiteracy among American adults is discussed both in the historical and contemporary contexts. The American community college as a setting for adult literacy education is then discussed. Also discussed is the administrative unit of the community college which provides library services, the library/learning resources center. The chapter concludes with a discussion of the role played by libraries in adult literacy education efforts in America. The point is made that a void exists in the availability of information concerning roles

assumed by the library/LRCS of the NCCCS in the delivery of literacy education programs of the community college system, thereby establishing the need for information such as that which was derived from this study.

FOOTNOTES, CHAPTER I.

¹"Ahead: A Nation of Illiterates?" U.S. News & World Report, May 17, 1982, p. 53.

²National Commission on Excellence in Education, A Nation at Risk: the Imperative for Educational Reform, 1983, cited by Jonathan Kozol, "The Crippling Inheritance" (New York: The New York Times Book Review, 3 March 1985), p. 26.

³Jonathan Kozol, "The Crippling Inheritance," The New York Times Book Review, March 3, 1985, p. 27.

⁴Ibid., p. 26.

⁵Ibid., p. 27.

⁶USA Today, 2 April 1985, quoted in MORE. . . 2 (May 1985), p. 4.

⁷Leslie Maitland Werner, "Study: 13% of Adults in U.S. Illiterate in English," The Charlotte (North Carolina) Observer, 21 April 1986, p. 1A.

⁸Paula Duggan, Literacy at Work (Washington, D.C.: Northeast-Midwest Institute, 1985), pp. 1-21.

⁹"60 Million American Adults Functionally Illiterate, Group Says," The Charlotte (North Carolina) Observer, 4 August 1985, p. 17A.

¹⁰Robert W. Scott, "Message from the State President," MORE. . . 2 (September 1984): 2.

¹¹Ibid.

¹²"Martin Seeks Redoubled Efforts Against Adult Illiteracy in N.C.," Greensboro (North Carolina) News & Record, 9 August 1985, p. C3.

¹³Ibid.

¹⁴Ibid.

¹⁵"The Illiteracy Penalty," Winston-Salem (North Carolina) Journal, 11 August, 1985, p. C2.

¹⁶Henry Drennan, "Libraries and Literacy Education," Catholic Library World 52 (April 1981): 377.

¹⁷American Library Association, Libraries and the Learning Society; Papers in Response to "A Nation at Risk" (Chicago: American Library Association, 1984), pp. 1-151.

¹⁸Ibid., p. 14.

¹⁹American Library Association, Realities: Educational Reform in a Learning Society (Chicago: American Library Association, 1984), pp. 1-12.

²⁰U.S., Congress, Joint Committee on the Library, Books in Our Future, A Report from the Librarian of Congress to the Congress, S. PRT. 98-231, 98th Congress, 1984, p. 27.

²¹H.K. Griggs, Sr., "Should Public Libraries Help to Improve Literacy in North Carolina?" North Carolina Libraries 40 (Fall/Winter 1982): 264-5.

²²For Those Who Can't Read (Durham, N.C.: Durham County Literacy Council, Inc., [n.d.]), unp.

²³North Carolina Library Association Public Library Section Literacy Committee, Learning About Literacy: How to Set Up a Literacy Program in Your Library (Winston-Salem, N.C.: Forsyth County Public Library, 1985), unp.

²⁴The 1983-84 Educational Guide Catalog; The North Carolina Community College System (Raleigh, N.C.: North Carolina Department of Community Colleges, 1983), p. 1.

CHAPTER II.

A CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

A Conceptual Framework

As material contained in the introduction to this study shows, illiteracy in the United States and in North Carolina in the decade of the 1980s is a cause of concern to those who visualize optimum personal success for the citizenry of the state and nation as well as the attainment of a robust economy at the state and national levels. It has been a tradition in this nation from its inception, as stated in the Declaration of Independence, to assert the right of Americans to several "unalienable Rights,"¹ among them "the Pursuit of Happiness."²

In contemporary America those who are most likely to attain happiness as measured by economic success are the citizens who possess the knowledge and skills which render them capable of receiving a substantial economic return for the utilization of their knowledge and skills in an increasingly technologically oriented society.

Happiness can also be measured in terms that are not related to economic attainment, yet remain tied to the possession of the skills of literacy in a literate society. The parents who wish to read to their children or help them with

their homework experience a deep sense of frustration if they do not possess the necessary skills of literacy to comply with their children's requests. The satisfaction of being able to read religious literature would provide great comfort to many Americans who at present are unable to do so because of deficits in their literacy skills.

Among those Americans who are most directly connected with the task of transferring literacy skills to adults in our state and nation are educators and librarians. In order to establish a framework of conceptualization for the succeeding discussion of literacy education in America and North Carolina, a primary distinction of settings will be made. Educators may work within or away from the institutional setting, as instruction may occur within numerous locations and may also involve tutoring in private homes. Librarians more often work within the institutional setting, where they collect, develop, and circulate materials.

One of the primary agencies of adult education in contemporary America, often enrolling students deficient in literacy skills, is the community college. Community colleges have pioneered in the development of the "open door" concept, enrolling students without stringent admissions requirements and providing programs and instruction which help students overcome any deficiencies and advance to the levels of instruction their capabilities permit.

Students in need of development in literacy skills who enroll in institutions of the North Carolina Community College System are served by several delivery systems, such as individualized tutoring in the laboratory situation or in a basic skills program such as the Adult Basic Education program. The students who exhibit the greatest deficiencies in literacy skills are enrolled in ABE classes; it is this population of the literacy students of the NCCCS upon which this study will focus.

Often the various developmental services afforded community college system enrollees are provided as components of the services administered through the learning resources centers of the institutions. Learning resources centers of the North Carolina Community College System always include library services. In some instances libraries are not contained within the learning resources concept. All member institutions of the NCCCS provide library services to students.

All member institutions of the North Carolina Community College System provide literacy education and library services. Yet little information is available concerning the nature of library services that are available to literacy education students enrolled in the institutions of the NCCCS. Librarians who seek information concerning existing or appropriate levels of library involvement in the literacy education programs of the community college system will find few guidelines.

A Review of Related Literature

As the contemporary American technology escalates and society becomes more complex, the need for advances in the development of a literate populace becomes more critical. Skilled in the functions of literacy education, librarians and educators are obvious agents available to assist in providing improved literacy skills to persons seeking literacy education. The librarians and educators of the community colleges of this state and nation are in a favorable position to engage in the literacy education mission, since literacy education is considered one of the priorities of community colleges. The libraries of the North Carolina Community College System, often working within the framework of the learning resources concept, seem ideally situated to provide services to students of literacy education programs, including the students of Adult Basic Education programs.

An exploration of related literature seems an appropriate starting point for educators and librarians who are interested in obtaining such information. Related topics, ranging from the broad topic of illiteracy to the specific topic of library services to students enrolled in literacy education classes of the North Carolina Community College System, have been researched and summarized in the following review of the literature.

Illiteracy in America: A Review

Life for the illiterate person in American society is not easy. Our society has grown in literacy sophistication to the extent that even the playing of games often involves the use of reading skills, particularly those requiring interaction with printed words on a computer monitor. As children grow older and seek access to the amenities of adult society, other reading skills become necessary or desirable. In order to gain the freedom of the road, many young people seek a part-time job so they can afford to purchase and maintain an automobile; often the job search involves reading classified advertisements for jobs and filling out job applications. Purchase agreements must be deciphered, as well as information about proper insurance purchases. The list of necessary literacy tasks could continue almost endlessly.

Usually Americans progress through school and in the process gain at least minimal skills necessary for life in the American society. But the world is a source of bewilderment to persons who do not learn to read and write in school. Many persons eventually find themselves grown up but not part of the mainstream America that abounds in advanced technology and affluence. For poor readers jobs are difficult to find, especially the ones that pay well; many people who do not read well become welfare recipients, prisoners, or employees and parents who struggle to cope with life in twentieth century America. Figure 1 provides illustrations of the levels of

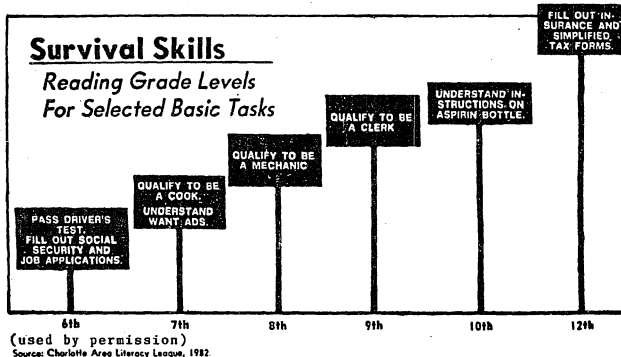


Figure 1. Reading grade level requirements for selected tasks

skill needed to accomplish selected tasks requiring literacy skills in contemporary American society; each task on the chart, reading from left to right, requires a greater level of functional literacy.³

At this point definitions of the terms literacy, illiteracy, functional literacy, and functional illiteracy seem in order.

Literacy has traditionally meant the ability to read and write; the opposite of literacy was illiteracy, or the inability to read and write.⁴ Just who could be counted as literate or illiterate has always posed problems for anyone attempting to establish categories, such as the United States government. As early as 1840 census takers for the government determined who was literate simply by asking who could read and write.⁵ Later, by the turn of the century, literacy was tied to age, as persons over ten years of age who could neither read nor write were considered illiterate.⁶

By the 1940 census the definitions of literacy and illiteracy had been revised to include a tie with grade-level attainment. Illiterate persons were those who had completed less than five years of formal schooling, though they were fourteen years of age or older.⁷

During the 1960s groups other than the United States government began to define literacy in terms of concepts which stressed the functional aspects of literacy. Fox in the

year 1964 viewed literacy as the ability to read at a level which permitted participation in all areas of adult life.⁸

By the 1970s the terms "functional literacy" and "functional illiteracy" were widely used. A landmark study which was conducted at the University of Texas at Austin, the Adult Performance Level Study, focused public attention on the concept that reading ability interacted with a person's functioning in society. The study began in 1971 under the sponsorship of the United States Office of Education and was concluded in 1975. For purposes of the study functional literacy was defined as a person's ability to meet societal requirements or competencies extant at any given time.⁹

A study by Dauzat and Dauzat in 1977 contributed new dimensions to the definition of functional literacy. The researchers stated that literacy provides the possessor of such properties with the following values:

- (1) economic value--the literate person is less likely to have difficulty in finding and maintaining employment;
- (2) personal-social value--the literate person can more easily achieve feelings of personal worth and self-esteem and can become more easily involved in society;
- (3) political value--the literate person has more interest in participating in the political process and therefore is in a position to exert more influence than the illiterate person.¹⁰

In a major study sponsored by the Ford Foundation in 1979 Harmon and Hunter concluded that literacy cannot be defined as a fixed inventory of skills, but must take into account the people who require these skills and the contexts of their application. They provide the following definition of literacy, expanded to incorporate the concept of functional literacy:

Functional literacy is the possession of skills perceived as necessary by particular persons and groups to fulfill their own self-determined objectives as family members, citizens, consumers, job-holders, and members of social, religious, or other associations of their choosing. This includes the ability to obtain information for their own and others' well being, the ability to read and write adequately to satisfy the requirements they set for themselves as being important for their own lives; the ability to deal positively with demands made on them by society; and the ability to solve the problems they face in their daily lives.¹¹

By 1980 the attempt to measure illiteracy by grade-level attainment was abandoned by the Bureau of the Census, perhaps reflecting general acceptance of the concept that a status of literacy or illiteracy cannot be tied to grade-level attainment.¹²

Definitions of the interwoven concepts of literacy and illiteracy, functional literacy and functional illiteracy offered in the current decade have tended to reflect the intricacies of the task of arriving at concise definitions. Usually the definitions link the mastery of basic reading, writing, and sometimes computation skills with the demands placed upon the members of society for the utilization of such skills.

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) Committee on the Standardization of Educational Statistics, has stated that

a person is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his group and community.¹³

Another broad statement concerning the meaning of literacy follows:

Some planners equate literacy with the ability to read and write the simplest of sentences. Others believe that literacy must mean much more. For these individuals, those who are 'literate' must be able to 'read the world' as well as read the word. According to this view, even those who can read and write are illiterate if they cannot understand and act upon the world in which they live.¹⁴

Fisk, Martens, and Richardson provide the following basic definition of literacy, which is the framework for their expansion of the definition into several levels of functioning:

Literacy can be defined as an individual's ability to process language in order to fulfill functions that have short and long-term consequences for the individual and society.¹⁵

The levels of functioning of literacy suggested by Fisk, Martens, and Richardson are:

- (1) the basic level, which entails communicating information, expressing emotion, and establishing contact with others;
- (2) the functional level, which is related to the accomplishment of specific tasks;
- (3) the learning-oriented level, which involves the use of

- language for purposes of learning;
- (4) the outreach level, which involves the use of language to promote the larger goals and values of a society.¹⁶

Also relating literacy to function is the definition suggested by Cohen, who introduces a discussion of literacy and functional literacy, illiteracy and functional illiteracy with the statement, "Functional literacy relates to the milieu in which people function."¹⁷ Cohen provides an extension of his definition of functional literacy as follows:

One definition of functional literacy is that level of reading, writing, and calculating ability which a person needs to succeed, in the public realm in which he chooses to operate.¹⁸

Another dimension of the defining of functional literacy by Cohen follows:

Functional literacy is that ability to communicate in the symbolic languages of reading, writing, and computing that is adequate for people to maintain¹⁹ themselves in the context of specific situations.

In a study published in 1985 Kozol bypasses the terms "functional illiteracy" and "illiteracy" and instead utilizes the broad term "illiterate America" to categorize one large group of disadvantaged Americans composed of the "illiterate," or those who can read hardly anything, and the "semiliterate," or those persons whose reading levels are unequal to societal demands. Similarly to Dauzat and Dauzat, Kozol emphasizes the disadvantages of illiteracy in terms of economic, personal/social, and political connotations.²⁰

As the foregoing definitions of literacy and illiteracy, functional literacy and functional illiteracy have demonstrated, the terms are no longer as simply defined as was once thought possible. One of the experts in the field of literacy education as related to library services, Helen Lyman, provides the following summary of the progression of definitions:

Literacy is not a term with precise meaning. New emphases have emerged to accommodate new meanings. A definite shift is apparent in the use of terms--literacy rather than illiteracy, literate rather than illiterate--to provide a more positive connotation. New measurements have been developed to meet new definitions.

Literacy is dynamic; it is part of life-long learning. Inseparable from reading, it also encompasses speaking, listening and writing. It differs among cultures and is influenced by the society. The requirements of the society and environment in which the individual functions determine the level of literacy necessary.²¹

For the purposes of this study, the definitions of Helen Lyman, adapted as follows, will be utilized to define literacy, functional literacy, functional illiteracy, and illiteracy:

- (1) literacy is the ability to understand materials and to learn independently and the ability to read at the level which involves critical thinking in the interpretation of complex materials;
- (2) functional literacy is the ability to master the tasks required of persons in their surroundings by utilizing reading, writing, and computation skills;
- (3) functional illiteracy is the lack of mastery of tasks re-

quiring the minimum competencies in reading, writing, and computation that will allow independent functioning in society;

- (4) illiteracy is the lack of ability to read, write, and compute at minimal or basic levels of competency.²²

The definition of functional illiteracy utilized in this survey for the purposes of obtaining data from the various units of the North Carolina Community College System, to be discussed in a later chapter, made mention of a tie with grade-level attainment. This was done so as to obtain specific information about the Adult Basic Education programs sponsored by the community college system. According to Kennedy, Vice-President for Adult and Continuing Education for the North Carolina Department of Community Colleges, functional illiteracy is the quality or state of being able to read or write sufficiently well to function successfully in society. However, specification of an eighth grade level of education is utilized in order to conform with federal regulations for obtaining federal funds for financing Adult Basic Education programs.²³

Having provided information concerning definitions of terms, some attention will now be given to the identification of those segments of our society who are the illiterates.

A broad generalization is provided by Helen Lyman, who has identified illiterates as undereducated Americans of all races, likely to include the foreign-born and prisoners in

large numbers. Lyman emphasizes, however, that not all persons who need literacy skills are disadvantaged, and some are highly successful and economically independent, having managed to conceal their deficiencies by relying on the skills of others.²⁴ Six ethnic groups identified by Lyman as ones which have high literacy needs are American Indians, Blacks, the Scotch-Irish of Appalachia, Mexican Americans, Puerto Rican Americans, and those other groups for whom English is a second language.²⁵

Another broad categorization of Americans identified by Ann Drennan as functionally illiterate has implications for North Carolina, a state with few sizeable urban areas:

While the bulk of the U.S. population lives in urban areas, the majority of those functionally illiterate or with few years of schooling live in the rural farm or nonfarm areas.²⁶

Also geographically oriented, the statement by Harman and Hunter that the South has more educationally disadvantaged citizens than other sections of the United States likewise has implications for North Carolina concerning numbers of functionally illiterate residents.²⁷ The study of illiteracy in the United States reported by Harman and Hunter to the Ford Foundation ranked North Carolina third, behind Kentucky and South Carolina, in terms of the percentage of adults who have not graduated from high school.²⁸

Concerning numerical delineations of the numbers of citizens of the state and nation who are illiterate or functionally illiterate, such figures vary for two reasons. One

is that definitions of the terms vary; some definitions are more inclusive. In 1980 the United States Bureau of the Census ceased identifying as illiterate those adults who had completed less than five years of formal schooling. Had this measure of identification of illiterates been utilized, only one percent of the American adult population would have been identified as illiterate.²⁹ However, as has already been stated, use of the functional aspects of literacy in the American society to measure numbers of illiterates results in the identification of vast numbers of illiterates.

Another problem in determining the numbers of people who can be described as illiterate or functionally illiterate is the tendency among many people lacking in literacy skills to conceal the condition. Kennedy of the North Carolina Department of Community Colleges has stated that statistics on illiteracy are only estimates, as many men and women rely on sometimes elaborate tactics of subterfuge to survive each day in a world dominated by the written language.³⁰ Val Call of the Wake County Literacy Council agrees that it is difficult to identify illiterate adults. She states that the persons who most need literacy education instruction in order to achieve optimum functioning in their work and home situations try hardest to conceal their situation. Call says that functional illiteracy "is the invisible disease. . . .The truth is that many people who are illiterate right now will go to their grave illiterate."³¹

The following figures illustrate how reports of functional illiteracy may vary yet merely overlap. The North Carolina Department of Community Colleges estimates that a third of the adult population of the state, or about one and a half million persons, is functionally illiterate. Yet reports to the federal government indicate that just over 800,000 persons are functionally illiterate, as only persons who have attained less than an eighth grade education can be reported to the federal government as functionally illiterate for purposes of obtaining funding for literacy education programs.³² A widely circulated report on functional illiteracy in North Carolina also estimates the numbers of functionally illiterate persons in the state to be just over 800,000 and the rate of functional illiteracy among adults in the state is estimated to be twenty-four percent. This report relied on grade-level attainment according to the 1980 United States census to obtain estimates of functional illiteracy in North Carolina.³³

One of the first attempts to arrive at numerical delineations of functionally illiterate Americans at the national level was conducted in 1970-71 by Louis Harris and Associates. They attempted to assess numbers of persons who lacked functional literacy skills, as opposed to attainment of a specific grade level. The ability of a sample of Americans to perform such task-oriented functions as using bus schedules and reading employment advertisements was measured. The Harris poll

found that fifteen percent of those surveyed had serious reading difficulties.³⁴

The Adult Performance Level Study, concluded in 1975 at the University of Texas at Austin, reported that twenty-three million Americans were thought to be functioning with great difficulty in American society, and forty million more people were said to be marginally proficient in coping with the tasks of life in America which require proficiency in reading, writing, computation, and problem-solving.³⁵ The 1979 report by Harman and Hunter to the Ford Foundation estimated the number of functionally illiterate adults in the United States to be fifty to sixty million persons.³⁶

Estimates of functionally illiterate Americans reported in the decade of the 1980s have not diminished the numbers of persons that were reported in the 1970s. In May, 1982, it was reported in U.S. News & World Report that twenty-three million Americans, one in five adults, lack minimal reading and writing abilities and an additional thirty million adults are only marginally capable of functioning productively in the workplace. The report also stated that the number of illiterates is mounting steadily, as more than one million high school students drop out of school each year, and many of the immigrants coming to the United States from Latin America and Asia are unable to read and write in English or their native language.³⁷

Other reports lend support to the statements that were reported in U.S. News & World Report. Paul Delher, a director of Adult Basic Education programs at the federal level, has estimated that currently 850,000 students drop out of high school and 150,000 are "pushed out," receiving diplomas even though they cannot read, write, or calculate very well.³⁸

Omang states that at present about 100,000 refugees enter the United States annually, along with 400,000 immigrants and perhaps 500,000 to a million illegal immigrants. These groups of the non-English-speaking are entering the United States from Asia, South America, Mexico, and other countries. Many of them are not literate either in English or their native language.³⁹

Other specific groups of functionally illiterate persons were described numerically by the Knight Foundation as follows: sixty-five percent of all prisoners cannot read; eighty-five percent of all juvenile offenders are functionally illiterate. One fourth of all army recruits are given remedial reading instruction so they can understand training manuals written at a seventh-grade level.⁴⁰

The highest estimate of functional illiteracy that has appeared in print in the present decade is believed to be the figure given by the then-Secretary of Education Terrel H. Bell who, in testimony before a House Subcommittee in September, 1982, estimated that 72,000,000 American adults function at a marginal or below-marginal level of literacy.⁴¹ Bell's

statement at that time did not provide the basis for much optimism about the improvement of the lot of functionally illiterate Americans in the immediate future:

Every year the skills required to succeed in today's world are notched higher. The U.S. Labor Department estimates that up to 75 percent of the unemployed lack the basic skills of communication, personal relations, motivation, self-confidence, reading and computing that would enable employees to train them for the jobs that will open up in the next few years.⁴²

The most recent major study of illiteracy in America was written by Jonathan Kozol, who estimates sixty million people, or more than a third of the entire adult population of the United States, to be functionally illiterate. He breaks this number down as follows:

- 25,000,000 American adults are barely able to read, write, or compute at all and are therefore functionally illiterate;
- 35,000,000 additional adults possess literacy skills which are less than equal to the full survival needs of our society and are therefore marginally literate.

Other figures reported by Kozol indicate that the largest numbers of illiterate adults are white, native-born Americans; however, in proportion to population, the numbers are higher for Blacks and Hispanics. The figures are as follows:

- sixteen percent of white adults are functionally or marginally illiterate;
- forty-four percent of Black adults can be similarly described;

---fifty-six percent of Hispanic adults are functional or marginal illiterates.⁴³

The preceding reports of estimates of functional illiteracy in North Carolina and the nation show that functional illiteracy is prevalent and is perhaps increasing as advancing technology renders the demands of the workplace and daily living more challenging.

To conclude this discussion of illiteracy in America, a brief review of the history of attempts to educate the illiterate is presented.

It has not always been necessary for Americans to attain advanced literacy skills, other than those several years of schooling usually provided at public expense. When life was simpler, before the predominance of computers, robots, and the proliferation of the printed page that exist in contemporary America, expectations for literacy were modest. Early efforts in the United States to achieve mass literacy were carried out principally by religious organizations and were aimed primarily at teaching people to read religious materials. The early public schools usually did not include the high school grades. Even when public high schools became common in the United States in the early part of the twentieth century, drop-out rates were high, and rather selective promotions eliminated many from going through the entire system. Graduation from high school was considered desirable but not essential by the general populace until well into the twentieth century.⁴⁴

During periods of crisis, such as world wars, the need for improved literacy skills received attention, however. During the second World War, from 1943 to 1945, about 303,000 men received United States Army literacy training so they could understand the training manuals.⁴⁵

After World War II many returning veterans became college students, taking advantage of the GI Bill. It was during the post-war years that the impetus of the development of extensive community college systems was established, for not only were the existing four-year and junior colleges crowded, but also it was apparent that many of the veterans were less well prepared for college work than the students who had recently graduated from high school. Gradually the "open-door" concept developed as students were admitted to the two-year institutions and provided appropriate instruction that would enable them to advance to the the limit of their capabilities. Overcrowding of the junior colleges eventually led to the establishment of a number of other two-year colleges, the community and technical colleges and institutes, as they came to be known in North Carolina and other states.⁴⁶ Literacy education is one of the areas of mission of these institutions, as will be discussed later in this chapter.

Organizations of volunteers to provide literacy education classes and individual tutoring have been organized for some time both in the state and nation. In North Carolina local literacy councils are loosely aligned with the North Carolina

Literacy Association.⁴⁷ The two primary organizations of volunteer literacy instructors at the national level are Laubach Literacy International and Literacy Volunteers of America.

The Laubach movement began in the 1920s when the missionary Frank Laubach developed a system based primarily on the use of sight words to teach Phillippine Maranaw people how to read and write the language they spoke. It has been said that this program seems especially effective with students who learn best when structured, predictable lesson plans are utilized.⁴⁸ Eventually Laubach's "each one teach one" program, which began with its roots in Christian service, reached more than one hundred countries. Laubach Literacy International is headquartered in Syracuse, New York.⁴⁹

Literacy Volunteers of America was founded in 1962 by Ruth Colvin, a homemaker. The organization has affiliates in twenty-six states at the present. The methods utilized by associates of the Literacy Volunteers of America incorporate the student's particular language pattern in helping him learn to read. Although traditional methods of teaching reading through the use of sound and sight words are employed, Literacy Volunteers tutors are encouraged to experiment with methods or to innovate in order to determine methods that work best for individual students. The Literacy Volunteers of America organization is also headquartered in Syracuse, New York.⁵⁰

The federal government became involved in the provision of literacy education to adults in 1964 in a non-military connotation when the Adult Basic Education (ABE) programs were established under the Economic Opportunity Act of 1964; additional appropriations were provided under the Adult Education Act of 1966. Initially established to fund the literacy education of adults with less than an eighth grade education, the eligibility of potential participants was expanded to include persons age sixteen or older by the Adult Education Act of 1969.⁵¹ During the Reagan administration funds for ABE programs have been cut; however many states have appropriated funds to augment federal funds. Currently in North Carolina most ABE programs are sponsored by the North Carolina Department of Community Colleges, with the state paying ninety percent of the costs of sponsoring the programs and the federal government paying the remaining costs.⁵²

Adult Basic Education classes can be taught through a variety of agencies, including public libraries and schools, unions, and businesses. The programs are intended to teach not only the basic literacy skills but also "survival" skills, as participants receive counseling as well as lessons.⁵³ Due to the channeling of large amounts of money by the General Assembly through the Department of Community Colleges for the support of literacy education classes, the primary agent for the delivery of ABE classes in North Carolina has become the North Carolina Community College System.⁵⁴

Right to Read, another federal program, was established in 1971 for the purpose of eliminating illiteracy in the United States in ten years. In 1980 this program was renamed the Basic Skills Program. Funding for the Basic Skills Program was merged into the block grants initiated by the Reagan administration in the early 1980s.⁵⁵ Another aspect of federal sponsorship of literacy education programs concerns competency-based literacy education provided by the branches of the armed services. Funds are provided for remedial reading instruction for recruits who have poor reading and math skills, and in 1982 220,000 people were enrolled in such courses.⁵⁶

Industrial leaders have seen the advantages of employing a literate work force; therefore, it has been the policy of a number of private businesses to promote literacy education programs. In North Carolina a number of employers allow ABE classes and General Educational Development (GED) test preparatory classes to be taught on company premises, sometimes on company time.⁵⁷ Currently a number of businesses fund proposals for literacy education programs. Among the businesses seeking proposals for such programs in January, 1986, were the Iowa-Illinois Gas and Electric Company, Harper & Row Publishers, the Midland-Ross Corporation, and Penn Mutual Life Insurance Company.⁵⁸

Some companies provide their own literacy education classes. One example of a business which offers "reading labs" and "math tutorials" to its employees is the Polaroid

Corporation. The programs were begun in 1970; the rationale for doing so was stated by Don Fronzaglia, Polaroid Director of Human Resources, at the company headquarters in Cambridge, Massachusetts, as follows: "We didn't want to have to work around them [employees deficient in math and reading skills]. We wanted a more productive work force."⁵⁹

Specialized programs planned to reach a particular population group may be sponsored by a number of agencies, including churches and civic clubs. Prisons may offer classes for inmates; other programs may focus on ethnic groups. Examples of the latter include the Native American Educational Services for American Indians, the Southern Christian Leadership Conference Citizenship Education Schools for Blacks, and the Barrie Education Project for Hispanics.⁶⁰

The preceding review of efforts to provide literacy education in this nation should make apparent the fact that assistance for those who wish to gain in the skills of literacy is available. However, providers of literacy education have often stated that many persons in need of literacy education have not been reached. In August of 1985 Scott stated that Adult Basic Education programs of the various institutions had experienced increased enrollments in recent years, but that just over six percent of adults in need of such classes had been reached.⁶¹ This figure was substantiated by Call of the Wake County Literacy Council, who estimated that adult literacy education programs are reaching at most five to six percent of the fuction-

ally illiterate adults of our state and nation.⁶² It seems apparent that programs to educate the functionally illiterate adults of our state and nation have in no way been able to match the pace of the rate of growth of functional illiteracy.

The information contained in this discussion of illiteracy in America illuminates the complexity as well as the enormity of the problem. Despite numerous efforts to counteract it, functional illiteracy seems to pose a growing problem to the welfare of our state and nation.

The Community College As a Setting for Adult Education

The community colleges of our state and nation have become leaders in the education of educationally disadvantaged adults. It seems appropriate at this point to review the evolution of this agency of adult education, as well as to establish a profile of the contemporary community college as an agent of adult education, particularly adults who are deficient in literacy skills.

Contemporary community colleges are products of the twentieth century and are uniquely American. They evolved from two-year colleges, many of them privately operated, and their number has escalated as the century has progressed. Community colleges offer an alternative to the four-year college or university that may appeal to students for several reasons, including convenience of location, low tuition costs, non-restrictive admission policies, and the various course offerings, including

training in marketable technological skills, college transfer courses, and literacy education courses.

The first two-year colleges were established in this country in the late 1800s; by 1900 eight private junior colleges were operating. Joliet Junior College, established in 1901 in Joliet, Illinois, is the oldest public junior college still in operation.⁶³ Privately supported two-year institutions were most likely to be found in the South during the first half of the twentieth century; publicly supported two-year institutions were most likely to be found in the West and Midwest.⁶⁴ Private junior college enrollment peaked in 1949; after that year the publicly supported institutions gained in numbers and enrollment.⁶⁵ Although during the early years of growth in numbers of publicly supported junior colleges, following World War II in the 1950s and 1960s, the term "junior college" was often employed to identify the two-year institutions, the term "community college" gradually came into use to designate the comprehensive, publicly supported two-year institutions, which may also be known as "technical colleges" or "technical institutes".⁶⁶ In this decade Brawer and Cohen have defined the community college as "any institution accredited to award the associate in arts or science as its highest degree."⁶⁷ There are now about twelve hundred two-year institutions of higher learning in the United States, about eighty-five percent of them publicly supported.⁶⁸ These two-year colleges enrolled about nine and a half million students in 1983.⁶⁹

The community and junior colleges, as well as technical colleges and institutes, are located in all fifty states and now enroll half the students who begin college in America.⁷⁰

The North Carolina Community College System was established with the passage of the "Omnibus Higher Education Act" through the General Assembly on May 17, 1963.⁷¹ Although North Carolina was comparatively slow to develop a publicly supported two-year college system, today the NCCCS is a major educational resource for the citizens of the state. The North Carolina system is the third largest in the nation and in 1983 enrolled on a full or part-time basis over 600,000 students, or about forty percent of all students enrolled in higher education in the state.⁷² (A complete listing of the fifty-eight units of the NCCCS, including community and technical colleges and technical institutes, appears in Appendix B of this paper.)

For large numbers of North Carolinians and other Americans the public two-year institutions have provided educational opportunities that otherwise would not have been available. California Assemblyman Robert Campbell, whose state has the largest community college system in the nation, has described the contributions of the community colleges to American education as follows:

The community college system in the United states is uniquely American. It was designed 75 years ago to give all Americans that 'last chance' at higher education. Since their creation community colleges have provided an extra opportunity to anyone who, for whatever reason, got off to a late or slow start.

There is no institution that more accurately depicts the essence of 'America' than does the com-

munity college system. Community colleges have historically served the oppressed--the poor--and the minorities. It is important to keep in mind that virtually all of the nationalities that now make up this nation were once a minority. . . .⁷³

Often the students who have taken advantage of educational opportunities offered by the community colleges of this nation have been deficient in literacy skills. R. Jan LeCroy of the American Association of Community and Junior Colleges has described the community and junior college students as the nation's "at risk" populations, in terms of their relative ability to acquire and use the functional literacy skills needed in contemporary America.⁷⁴ One of the reasons the North Carolina Community College System was established was to comply with the recommendation of a study commission that found that North Carolina needed a system of free or low tuition comprehensive institutions that would provide literacy education for the large number of illiterate adults in the state.⁷⁵ The "open-door" policy of the American community colleges, including those in North Carolina, has resulted in a concentration of students with poor literacy skills in the two-year colleges, which has been described as follows:

Of all the postsecondary educational structures in America, the public community colleges have borne the brunt of the poorly prepared students in the twentieth century. Few maintain admission requirements. Hardly any of them demands a minimum high school grade-point average; less than one in five imposes an entrance test; one third do not even require the high school diploma. Throughout their history most of them have taken pride in their open door.⁷⁶

Due to the need of many community college students to receive instruction that will help them improve their literacy skills, most of the American community colleges offer programs to meet this need. In 1982 Roueche reported that all but 160 of the 1,452 responses received from the 2,508 surveys mailed to post-secondary institutions throughout the nation quizzing respondents concerning the availability of literacy development programs indicated that such programs were in effect. Many of the affirmative responses came from the two-year institutions.⁷⁷

Several types of programs have been developed to serve students deficient in literacy skills in the college setting. Fisk, Martens, and Richardson have described the following categories of literacy education programs that are available to serve students who are functionally illiterate in the college setting:

- (1) remedial education programs, which are designed to remedy students' academic deficiencies in order to enable them to enter programs in which they wish to enroll initially but for which they were found to be ineligible upon application;
- (2) compensatory programs, which are designed to address deficiencies in the students' academic skills which are thought to be present due to deprivation, or disadvantages in the students' socio-cultural environment;
- (3) developmental programs, which are not intended to focus exclusively on preparing students for college programs but rather "to meet students where they are and take them to

where they want to be by teaching them both academic and human skills."⁷⁸

The North Carolina community colleges offer a variety of programs which are designed to help adults overcome academic deficiencies. Some of these programs include the Human Resources Program, the Adult High School, Developmental Studies, GED preparation classes, peer tutoring programs, as well as staff tutoring in individual or laboratory situations.

All units of the NCCCS also offer the Adult Basic Education program, which is designed to provide literacy education for those students who have not been admitted to college-level courses either because the students have not graduated from high school or because the students have no aspirations to enter college-level programs, or a combination of these conditions. It is within the framework of this program that students who are most in need of literacy skills receive instruction. A publication of the NCCCS describes the ABE program as offered by the community college system as follows:

Adult basic education is a program designed for adults, 16 years old and older, who have not completed the eighth grade or function at less than the eighth grade level, and whose inability to read, write and compute impairs their ability to function in society. Specifically, it is intended that educational services be offered which would result in the recipients becoming less dependent on others, more likely to benefit from occupational training and equipped with life skills to meet and manage their adult responsibilities. This program is offered at no charge to participants.⁷⁹

At present in North Carolina, the United States government provides about ten percent of the funding of the ABE programs that are offered by the NCCCS. Due in part to the federally imposed guidelines, the programs tend to be similarly structured through the NCCCS. Because of this uniformity of structure, and also because the ABE students are among the most deficient in literacy skills and are for this reason an easily identifiable client group for a study concerned with literacy education, it was this portion of the community college system clientele, as represented through the directors of the ABE programs, that was chosen for study in the project described in this paper.

Among the federal guidelines for Adult Basic Education programs is the specification that students be counseled in the development of social skills, such as improving home health care arrangements. Students are also provided instruction in the basic skills of literacy, including computation, reading, and writing. One handbook states that the overall purpose of ABE instruction is to bring participants up to the level of functional literacy.⁸⁰

The North Carolina Community College System has apparently been successful in structuring programs that follow the intent of federal guidelines, for nearly all federal funds for the sponsorship of ABE classes are channeled through the community college system. When asked if the community college system is the primary provider of ABE programs in North Carolina, Florence

Taylor, Director of Adult Basic Education Programs for the NCCCS, replied, "Absolutely!" She explained that only three other programs besides the ones sponsored by the North Carolina Department of Community Colleges receive federal funding for Adult Basic Education programs. The three other providers are the Charlotte Area Literacy League, the Cumberland County Literacy Council, and the Fayetteville Urban Ministry. Since federal funds were first obtained in 1964 for community college ABE programs, few other agencies have applied for federal funding of such programs, according to Taylor.⁸¹

Enrollment figures for Adult Basic Education programs in North Carolina are as follows: in the 1984-85 school year 49,491 persons were enrolled in ABE programs sponsored by the NCCCS, 429 persons were enrolled in ABE programs sponsored by the three other providers mentioned in the preceding paragraph, and a total of 49,920 persons were enrolled in ABE programs in the state during the 1984-85 school year.⁸²

Despite the numbers of students enrolled in Adult Basic Education classes, thousands of North Carolinians in need of instruction in the basic skills of literacy have not enrolled in ABE classes, as publicity promoting the "North Carolina Adult Literacy Awareness Initiative" has indicated. Possible reasons for the failure of other candidates for literacy education to enroll in ABE classes include embarrassment, lack of information, lack of time, heavy family responsibilities, lack of confidence, and apathy.⁸³

Concerning the characteristics of those students who have chosen to enroll in literacy education classes, Keeler found such students enrolled in the community college setting to exhibit a lack of self-esteem and to evidence a need for counseling.⁸⁴ Cass found students enrolled in basic skills classes to be widely diversified but to share some common characteristics, including the desire to improve their skills so as to become more employable and to improve their perception of personal worth.⁸⁵ A 1983 study of characteristics of enrollees in basic skills classes of North Carolina community colleges reported enrollees to be most often younger than thirty, female, nonwhite, unmarried, employed and earning less than three dollars per hour, high school dropouts, and interested in improving economic-related opportunities.⁸⁶

Another enrollment problem associated with students of basic skills, apart from the reluctance of large numbers of potential students to enroll, is the problem of retention. Many students drop out of literacy education classes, thereby forfeiting educational opportunities. Rosenberg has suggested that basic studies students drop out for several reasons, including lack of social skills ("a lack of experience to cope with society-at-large,"⁸⁷) and disenchantment with rigidly scheduled classes and traditional teaching methods that are in use in some ABE classes.⁸⁸

One literacy education program currently in operation in conjunction with a North Carolina community college is attempt-

ing to counteract the problems associated with the teaching situations referred to by Rosenberg. This is the ABLE (Adult Basic Literacy Education) program sponsored by Central Piedmont Community College. "ABLE Centers" have been established at locations near the students in a shopping center, a community center, and a church. Tutors utilize video games and computer-assisted instruction to allow students to progress at their own pace. A van equipped with microcomputers is sent to locations throughout Charlotte where ABLE Centers have not yet been established. ABLE sponsors state that the average time required to raise a student one grade-level in reading using their methods of instruction is twenty-five hours, as compared to 150 hours in traditional adult education classes.⁸⁹ Due to the success of the ABLE project, in 1985 funds were made available by the North Carolina Department of Community Colleges from appropriations of the General Assembly to purchase Plato computers and software for the use of all ABE classes sponsored by the community college system.

The community colleges of the state and nation have become leaders in the education of educationally disadvantaged adults, as projects such as the one just discussed indicate. Although the community colleges offer numerous programs, including college transfer, vocational and technical training courses, cultural and personal enrichment opportunities, the literacy education offerings of the community colleges best exemplify the mission of these institutions as "open-door" adult education centers.

The Role of the Community College Learning Resources Center

The libraries of the community colleges represented a departure from the traditional print-oriented libraries of the four-year institutions of higher learning almost from the beginning of their history. Because the students of the "open-door" colleges often exhibited a learning style that was more responsive to non-print media, the community college libraries became in many instances multifaceted resource centers often known as "learning resources centers" which contained a combination of print and nonprint media, appropriate hardware, and human resources. The community college learning resources centers provide centralized resources that comprise an instructional support system planned around the concept that all available human and materials resources should be available to help the student achieve his learning objectives and the instructor achieve his educational objectives.

Guidelines for the learning resources center concept were established in 1972 by the American Association of Colleges and Research Libraries and the Association for Educational Communication and Technology. The basic premise of the concept of a learning resources program as stated in the guidelines was that the learner should have access to a complete educational support system which would provide assistance in the implementation of the instructional program of the college.⁹⁰ The guidelines were revised in 1982, and they reaff-

firmed the commitment of the learning resources concept to the provision of assistance to the learning process by means of facilities, materials, and staff.⁹¹

Due to the emphasis on program rather than place or materials, the term "learning resources center" (referred to as an LRC with capital letters when the acronym is used) or similar designations such as "library/learning center" or "educational resources center" evolved to replace the word "library" at institutions employing the multi-service and multi-resource pattern. The components of the LRC may be offered in one centralized location or at various locations throughout the campus. They are supervised by a chief administrator who centralizes and coordinates the various services offered by the learning resources center.

Historically the learning resources concept has taken decades to emerge, perhaps paralleling the growth of the emergence of the junior colleges with an orientation toward traditional academic offerings to the post-World War II public institutions. Documentation of the emergence of the learning resources centers has not been extensive. It has been suggested that the emergence of these resource centers was difficult to articulate because there was diversity in the purposes of the earlier two-year institutions as well as in the compositions of their student bodies and course offerings, and therefore the library/resource centers were difficult to describe in a composite manner.⁹²

One source suggests that the concept of the learning resources center may be said to have had its origin when the Carnegie Corporation offered to assist colleges in the acquisition of phonograph records, so as to augment the print collection, in 1928.⁹³ In the 1930s the numbers of junior colleges grew, and again the Carnegie organization assisted with the library development programs of the two-year institutions with grants for purchases of books and recordings. Also during this time period two books were published which provided early advocacy of the learning resources concept, in that they advocated the integration of library services into the instructional program. These two books were B. Lamar Jonnson's Vitalizing a College Library (1931) and H.M. Adams' The Junior College Library Program: A Study of Library Services (1940). Johnson suggested that the librarian was a curriculum leader with campus-wide instructional responsibilities.⁹⁴ Johnson also advocated in 1939 "the unified treatment of all communication materials."⁹⁵ In 1935, Louis Shores reinforced the concept that librarians could be responsible for nonprint as well as print materials when he taught the first audiovisual course ever offered in a library school at Peabody College.⁹⁶

During the 1940s the strong junior college libraries in terms of collection size, educational attainment of staff members, and salaries were to be found in the private liberal

arts institutions. However, the public two-year institutions were beginning to add vocational programs, and library collections began to include film, records, slides, pictures, and increased numbers of technical books and periodicals.⁹⁷

During the 1950s trends that were to accelerate in succeeding decades became discernible. Librarians became more involved in curriculum committees and attempted to stay informed about the changing missions of two-year educational institutions; a transformation of librarians from caretakers of books to educators occurred as libraries began a transformation from the archival function to one of involvement in the learning process. Film collections increased, and in-house audiovisual departments began producing original software, and microfilm began to be utilized.⁹⁸ It was during this time period that the advocacy for unified media collections began. In 1958 Edward Mapp suggested that if the community and junior college libraries were to support the diversified curricula with sufficient library resources, then they must "adequately represent each department in a single unified library collection."⁹⁹

It was during the decade of the 1960s that tremendous growth occurred both in terms of the founding of new public junior/community colleges and the establishment of learning resources centers in the institutions. From 1965 to 1970 an average of two new public community colleges opened each week.¹⁰⁰ Funds for the implementation of services to students

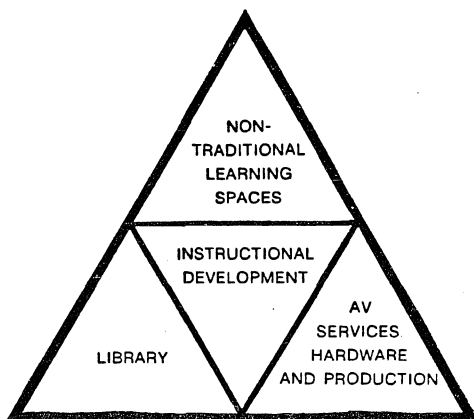
were made available by the federal government in the form of the Vocational Education Act of 1963, and amendments in 1968 stressed that the services must be made accessible.¹⁰¹ Funds for the purchase of library materials were provided by the Higher Education Act of 1965.¹⁰² These funds as well as those from state and local sources were utilized to fund numerous listening/learning centers and individualized instruction centers that were part of the learning resources center, in many cases.¹⁰³ By 1963 37.8 percent of two-year college libraries provided audiovisual materials and services.¹⁰⁴ It was in 1967 that the term "learning resources center" was first used officially to describe library/media/instructional services that were jointly administered. This occurred at a conference jointly sponsored by the American Library Association, the American Association of Junior Colleges, and the University of California at Los Angeles.¹⁰⁵

During the 1970s community colleges experienced large enrollment increases. To accommodate the learning needs of these students, older learning resources or library facilities were expanded and 190 new learning resources buildings were constructed. The new or expanded facilities included housing for libraries of materials, as well as audiovisual production centers, learning laboratories, and other functions.¹⁰⁶ A survey confirmed an identifiable trend toward the consolidation of such resources for learning into integrated learning-resource agencies on community college campuses, as in 1973 three of four reporting colleges identified such an agency.¹⁰⁷

Although the 1972 guidelines for learning resources centers were available, the decade of the 1970s represented a period of experimentation with the learning resources concept on community college campuses. The 1972 document was primarily a qualitative statement which stressed the instructional role of the learning resources center and the interrelatedness of the three major services of an LRC, library, media or audiovisual services, and learning services, such as learning labs and tutoring.¹⁰⁸ No rigid structural guidelines existed. As Terwillinger wrote in 1974, the learning resources centers had no inherited tradition and therefore no universal model, so they developed from a sense of mission.¹⁰⁹

This "mission" always included planning for the combination of services that would best serve the often poorly prepared for college work students that were on campus. Thomson stated that community college librarians sought appropriate responses to the needs of students that did not read well and chose non-print media in most instances when given a choice, a situation which continues to the present decade.¹¹⁰

A model for a learning resources center suggested by Peterson included the combination of a library, an audiovisual program, nontraditional learning spaces and activities, and instructional development. A conceptualization of the Peterson model is provided in Figure 2.¹¹¹ Although all resources of the center should be available to students as needed, the nontraditional learning spaces were particularly well suited



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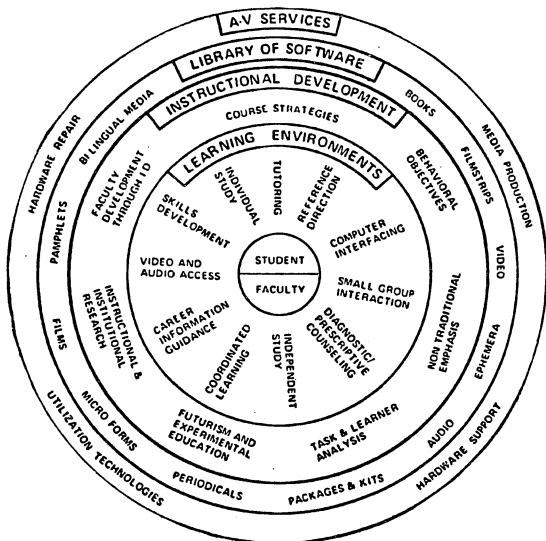
Figure 2. The Peterson learning center model

to the needs of literacy education students for instruction and support, as innovative planning for learning was expected to occur here, with appropriate experimentation in tutoring or other activities taking place as outcomes of the planning process.¹¹²

The De Anza College learning resources center of Cupertino, California, was cited by Peterson as an exemplary organization in accordance with his model. Figure 3 illustrates the organizational pattern of this center, wherein all available resources are marshalled to assist learners and faculty in their pursuit of the educational process.¹¹³

Peterson reported in 1974 that his survey of all public junior colleges in the nation concerning their presentation of the resources contained in his model revealed that 46.7 percent of respondents offered the four components of the model, therefore verifying the existence of the model in reality and providing a status report of the pervasiveness of the learning resources concept in the public junior colleges of the nation at the time.¹¹⁴

In a 1978 work Burlingame, Fields, and Schulzetenberg endorsed the Peterson concept of the learner/learning centered integrated resource center. They developed guidelines for the establishment of such centers by suggesting models of organizational structure for learning resources centers and discussing methods for administering such a program.¹¹⁵



(used by permission)

Figure 3. The learning center of De Anza College, Cupertino, California

In North Carolina in 1979 research was conducted by Tompkins which utilized a conceptual framework similar to the one employed by Peterson. Tompkins devised such a framework, illustrated in Figure 4, to derive data for the establishment of a status study of learning resources centers in the North Carolina Community College System.¹¹⁶ Data derived from the study indicated that most of the units of the NCCCS had nominally implemented the LRC concept. However, four offered only one service component, library service; thirteen offered only two services, library and audiovisual services; and eighteen offered three services, library, audiovisual and instructional or learning laboratory services. Nine of the institutions offered the four services described by Peterson, library, audiovisual, instructional, and instructional development services. Other institutions, thirteen, reported offering the four services just mentioned, plus several other functions.¹¹⁷

Of particular interest to the purposes of this study, the Adult Basic Education program was reported administered, in fourteen of the fifty-seven institutions surveyed, through the learning resources center, indicating an institutional decision to place the basic literacy program in a learner-centered resource administrative configuration as the most appropriate placement for the program.¹¹⁸

Tompkins concluded that the LRCs of the NCCCS were not as comprehensive as those located in other areas of the na-

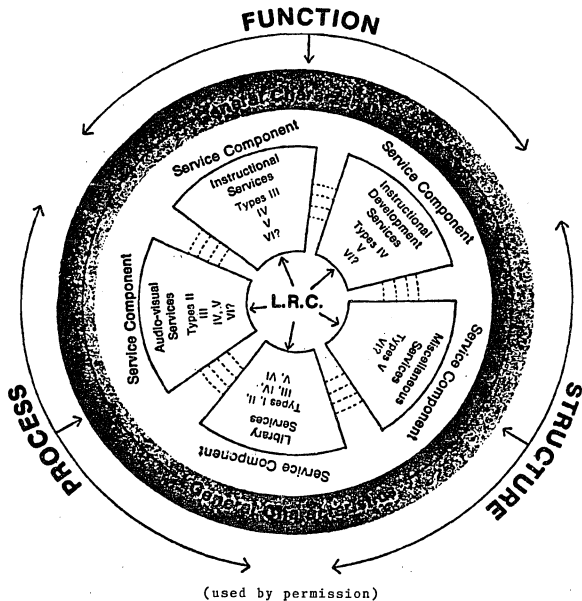


Figure 4. The Tompkins schema for conceptualizing the learning resources center

tion. This conclusion was reached by comparing the data derived from his study with those obtained by Peterson in 1974. The North Carolina survey revealed that thirty-seven percent of the LRCs in North Carolina contained four or more service components, and the national survey reported about forty-seven percent of LRCs as containing four service components.¹¹⁹

During the 1980s publications and professional organizations at the state and national levels have advocated increased involvement of library/learning resources personnel in the total educational process within the framework of the learning resources concept. This advocacy has come in the midst of some indications that trends toward less centralization of educational resources have been suggested or implemented. In 1980 Bender suggested that the combination of educational resources and services into the LRC administrative configuration represented "the means toward educational excellence."¹²⁰ Matthews reported a trend toward increased implementation of the concept of LRC personnel as sharers in the instructional role in Illinois community colleges.¹²¹ Burton of the same state reported that the administrative advantages LRC structuring have garnered increased support for the LRC concept in the community colleges.¹²² Bock suggested that LRCs provide the best combination of technology, processes, services, and personnel to assist the "multi-faceted clientele" of the community colleges in the learning process.¹²³

The 1982 guidelines for the LRC program jointly issued by the Association of College and Research Libraries and the Association for Educational Communications and Technology endorsed the increased involvement of learning resources personnel in educational services to community college students.¹²⁴ In 1985 the North Carolina Community Colleges Learning Resources Associates issued the draft of a position paper which advocated the continued utilization of the learning resources concept as a delivery system for educational support services in the community college system.¹²⁵ However, there have been several indications that some institutional administrators within the NCCCS favor the decentralization of educational support services, and the results of the survey, reported in chapter four, provide some bases for speculation in this matter.

Certainly the learning resources centers of the community colleges have a diverse clientele to serve, including students with poor literacy skills. The combination of library and other support services into the learning resources administrative configuration has been a response to the need for community college students to have available a host of resources to assist them in the learning process rather than the primarily print resources available in the traditional college libraries.

Libraries and Literacy Education

It has been previously stated that librarians and educators share a sense of respect for the power of literacy to increase opportunities for the improvement of the human condition. Indeed, librarians have long considered themselves educators as well as guardians of library collections. Melvil Dewey stated in 1876 that he considered the library to have an educational responsibility to the public:

The time is when the library is a school, and the librarian is in the highest sense a teacher, and the visitor is a reader among the books as a workman among his tools.¹²⁶

Education and libraries have been linked in the twentieth century, as well. At the November, 1979, White House Conference on Library and Information Services in Washington, D.C., it was stated that:

The roles of various types of libraries (such as public libraries, school libraries and university libraries) are inextricably bound together with those of education because of the common function of both of these institutions as purveyors of information.¹²⁷

The person who does not read well is deprived of access to the written word as a broker of information which can improve the quality of life. The nation's libraries serve as the brokering agencies for accessibility of the written word and are therefore vitally concerned with the development of a literate patronage. This link of libraries and literacy is described as follows by Jean E. Coleman, Director of the

Office of Library Outreach Services of the American Library Association:

Libraries exist to provide access to information: records of the past, the creative thinking of others, and information needed for survival. Any person who cannot read competently has no such access. Literacy and life-long learning require three basic components: skills, maintenance, and access. The skills or ability to read, write, listen and compute must be maintained through practice and everyday application, made possible by access to printed materials for informational, recreational and educational use.¹²⁸

In America the value of libraries as providers of educational opportunities has been long established as a tradition. In 1727 the usefulness of a shared pool of sources of information was recognized by Benjamin Franklin and eleven colleagues, who founded a "junta for mutual improvement." Although primarily a debate society, the members of this group were interested in obtaining increased educational opportunities, and they shared books and pooled resources for the purchase of additional books, thereby establishing the first subscription library in America.¹²⁹ The first library buildings constructed in America were located in academic institutions, thereby establishing a link early in the history of America between libraries and education.¹³⁰

A parallel may be drawn between the vocational course offerings of the contemporary American community colleges and the early courses for mechanics, clerks, and other workers in the mercantile trades in Boston, Philadelphia, and New York. Institutes with libraries, such as the Franklin Institute,

founded in 1824, were established to train these workers. Knowles states that these institutes were oriented toward many of the same goals of the modern community colleges, including providing useful knowledge at a low cost for the general citizenry.¹³¹

In addition to providing support for educational institutions, libraries were considered important for purposes of providing support for the formulation of a literate citizenry capable of governing itself.¹³² The first tax-supported library in the United States was located in Peterborough, New Hampshire, in 1833.¹³³ It has been suggested that public library systems were developed to serve as a publicly supported tax-based continuum of the public education system.¹³⁴ One of the first large public libraries, the Boston Public Library, was founded with such a purpose in mind. Lee stated that this library come into existence in 1854

not because the people demanded a library, but because a small number of learned and influential citizens expressed the need for providing equal educational opportunities for adults.¹³⁵

Malcolm Knowles, a leading expert in adult education in this century, has noted the historical significance of the uniquely American invention of libraries serving as adult educational institutions. This practice represented a significant departure from the European traditions of class structure, elitism, and the theological dominance of education.¹³⁶

By 1924 the American Library Association had established a Board on the Library and Adult Education which issued a publication called Adult Education and the Library. The first volume of this publication stated in 1924 the commitment of libraries to adult education, including the education of non-readers:

What is Adult Education? It may mean the teaching of reading to illiterates. To some, it means the Americanization of the foreign-born; to others, it signifies vocational training. But Adult Education goes far beyond all these. It is based on a recognition of the fact that the university graduate, as well as the man of little schooling, is in need of further training, inspiration, and mental growth; that the training secured in school and college is necessarily limited to fundamentals, and that the real development of the individual lies in the independent effort of later years.¹³⁷

There was a commitment among librarians to assist in the education of adults of all levels of literacy, but the efforts of librarians to provide literacy education in the early part of the twentieth century were primarily directed toward those adults who were motivated to come to the library for the purposes of developing and/or maintaining the skills of literacy.¹³⁸ In fact, Schmidt states that from the 1920s to the early 1960s, most librarians were not concerned with the adult who had not finished high school.¹³⁹

There were some exceptions, including some members of the American Library Association who had advocated the establishment of the Board on the Library and Adult Education. In 1926 the American Library Association published the report of a study

which discussed the problems associated with illiteracy, Libraries and Adult Education. The report stated that there was a lack of appropriate books available for the adult new reader; however, public libraries were charged with "an obligation to supply books to adult beginners in systematic education as to any groups."¹⁴⁰ This report discussed an early instance of inter-agency cooperation that involved library assistance in the provision of literacy education to adult illiterates, which occurred when the Kentucky Library Commission supplied books for the "moonlight schools" of Mrs. Cora Wilson Stewart. The classes taught by Mrs. Stewart were held only on nights when moonlight was sufficient to light the way as students traveled along mountain paths. These classes were forerunners of contemporary Adult Basic Education classes.¹⁴¹ Finally, the Libraries and Adult Education report concluded with the suggestion that libraries had an obligation to assist with the education of adults who may not even have much internal desire to seek out libraries and education, a radical idea to many librarians of the era.¹⁴²

Prior to World War II, most public library education functions for adults centered around three activities, the maintenance of reading skills, the stimulation of the use of the use of print materials by such activities as book talks, and the guidance of readers in the selection of materials; such activities were planned around the literate library patron with well developed reading skills.¹⁴³ Alvin Johnson in 1938 was critical

of such activities. He stated that the time had come for increased activism if public librarians hoped to influence anyone to become more literate. Johnson called for more cooperation among librarians and adult educators.¹⁴⁴

Another 1938 work by Chancellor, Medway, and Tompkins discussed the readers' advisory service. It was noted that many adults were nonreaders and were unable to benefit from the offerings of free public libraries. However, no programs to benefit nonreaders were suggested.¹⁴⁵

A 1939 publication of the American Library Association, Helping Adults to Learn: The Library in Action, discussed the need for public libraries to cooperate with educational organizations. It reported an innovative program sponsored by the Detroit Public Library in cooperation with the Detroit Public Schools. A reading clinic for adults was offered at the library, with library staff members and public school reading specialists meeting with adults who wished to receive help in improving their reading ability.¹⁴⁶

The general lack of commitment to active involvement of librarians and libraries in literacy education programs, however, was not limited to the library. As has already been discussed, the primary provider of publicly financed adult education of today, the community college, had not yet been established. Public schools and libraries generally directed their early attempts at literacy education toward immigrants, who were encouraged to

blend in with the general populace and to work toward citizenship.¹⁴⁷

The effects of post-World War II legislation made the problem of functional illiteracy public knowledge. Legislation established funding for education; yet many potential recipients of educational benefits were in need of instruction in literacy skills before they could extract full benefit from the Serviceman's Readjustment Act of 1944 (the GI Bill) and the programs of the Great Society of the 1960s. It was during this time period, the early years of the second half of the twentieth century, that public libraries began to establish a posture of active involvement in programs designed to promote literacy education, and the public libraries took the lead among libraries in activities of this sort. Coleman explained that the public library role was as an alternative local education agency which cooperated with other educational agencies, such as public community colleges, in the provision of literacy education activities. Such activities could include referrals to other agencies for classes or other services, provision of teaching and reading materials, and tutorial programs.¹⁴⁸

The first publicized cooperative arrangement between a public library and a technical or community college occurred in Cumberland County, North Carolina, when, in 1958-60, the Cumberland County Public Library helped to initiate and coor-

dinate a literacy program with Fayetteville Technical Institute and a sorority. Having determined through a study that forty-five percent of the population in the area was in need of literacy education, the public library provided leadership, staff assistance, space, and materials for the establishment of literacy education sponsored by the community college.¹⁴⁹

The early efforts at cooperative programming laid the groundwork for the establishment of a number of such programs in succeeding decades. Increased publication of studies and reports concerning existing programs for illiterates, as well as publicity about the magnitude of the problem of illiteracy in the United States, contributed to local decisions to initiate literacy programs for adults in libraries or in cooperation with other adult education agencies. McDonald's report on her study of the services provided to adult illiterates by fifteen public libraries and other agencies was published by the American Library Association.¹⁵⁰ Hiatt and Drennan provided examples of public libraries working with other agencies to offer literacy education services to the functionally illiterate in three hundred different libraries.¹⁵¹ A study by Thorndike publicized the impact of parents on their children's reading attainment. The report stated that the two most statistically significant factors influencing a child's reading level were the educational level of the parents and the availability of books in the home.¹⁵² Also attracting considerable attention were the publicized results of the Adult Performance Level

Project which was conducted at the University of Texas at Austin and reported in 1975 (see page 37).

Two programs that involved inter-agency cooperation among public institutions of higher education and public libraries for the purpose of teaching literacy skills to adults were conducted in the Appalachian Mountains in the 1970s. One of these was conducted by the Appalachian Adult Education Center of Morehead (Kentucky) State University, former site of the "moonlight schools" of Cora Wilson Stewart. During the course of the project models were developed for the implementation of Adult Basic Education classes in libraries. By the completion of the project in 1976, seventy-seven libraries and more than two thousand people from ten states had participated in local planning sessions. A planning guide, Library Service Guide Series, was produced and made available by the American Library Association.¹⁵³

Another federally funded project conducted in the Appalachian region of North Carolina involved a community college, Mayland Technical Institute, as well as Appalachian State University of Boone and the Avery-Mitchell-Yancy Regional Library. The project, called the Rural Appalachian Progress Skills Project (RAPSkills), was planned around the purpose of developing literacy education classes for adults at various locations throughout the area. The results of the project indicated that although interinstitutional efforts were not entirely successful, a number of participants were able to obtain the GED cer-

tificate and to improve their self-concepts and skills.¹⁵⁴ Lyman suggested that the problems of this project arose when learners and agencies did not agree on goals, and she noted that the project was valuable not only because some lives were positively influenced, but also because researchers gained valuable lessons concerning the importance of generating commitment among agencies for the design of programs for social change that accommodate the goals of the clients.¹⁵⁵

Leadership in the promotion of literacy education programs in the nation's libraries was assumed by the American Library Association in the 1950s and continues to the present. The organization's Office for Library Service to the Disadvantaged, later called the Office for Library Outreach Services, helped disseminate information about the assistance libraries could provide to adults beginning to read by publishing studies like the 1966 McDonald report (see page 76) and the Library Service Guide Series (see page 77), the publications of Helen Lyman, and other information. Since the 1970s American Library Association activities, such as conferences and publications, have strongly emphasized the responsibility of libraries to provide educational services to illiterate adults, as well as to independent adult learners. Recent publications of the American Library Association that were concerned with the importance of librarians' remaining involved in efforts to provide literacy education include Libraries and the Learning Society; Papers in Response to "A Nation at Risk" and Realities: Educational Re-

form in a Learning Society, both published in 1984 (see page 6 for discussion).

One of the most prolific authors of publications concerned with library involvement in adult literacy education efforts is Helen Lyman. The first work of Lyman on this subject published by the American Library Association was produced in 1954 and contained the results of a study she had conducted in order to survey adult education activities of state library extension services.¹⁵⁶ Major research by Lyman in the area of reading materials for the adult new reader was completed during the early 1970s and discussed in Library Materials in Service to the Adult New Reader, published in 1973.¹⁵⁷ Lyman stressed the idea that the provision of appropriate reading materials to adult new readers was not the only responsibility of librarians; materials should be easily accessible and the library staff should know how to use the materials to provide assistance to adults beginning to read.¹⁵⁸ Useful definitions of the terms associated with illiteracy, including "functional literacy," were provided by Lyman in her 1979 article "Library Education As Library Community Service."¹⁵⁹ And in articles such as "Adult Literacy and Basic Skills Through Libraries" (1980),¹⁶⁰ Lyman identified potential beneficiaries of literacy education programs by discussing research reports which helped profile undereducated adults demographically and economically. The 1977 publication, Literacy And the Nation's Libraries, was a "how-to" manual which provided specific guide-

lines for establishing literacy education programs.¹⁶¹ Lyman has regularly contributed articles to the ALA Yearbook concerning literacy education programs in libraries. In 1980 Lyman stated that the primary objective of library involvement in literacy education is to assist learners in the attainment of their literacy goals, and she listed the following services as appropriate for librarians as they assist in the accomplishment of learners' goals:

- (1) provision and development of materials and bibliographies in print and non-print formats;
- (2) creation of public awareness of illiteracy;
- (3) participation in decision making and goal setting;
- (4) assistance to self-motivated students who need basic skills, and those close to mastery;
- (5) provision of referrals to other agencies;
- (6) consultation and cooperation in programs sponsored by other agencies;
- (7) provision of learners' advisory services;
- (8) organization and support of tutorial services for students at various skill levels;
- (9) recruitment of tutors, students, and volunteers;
- (10) development of learning centers;
- (11) development of training programs for librarians, volunteers, administrators, and others interested in literacy education.¹⁶²

Exemplary multi-agency literacy education programs now operating in North Carolina were probably begun with guidelines such as the ones listed by Lyman. Several projects, such as ACE and REAL (referred to on page eight) have been cited. The multi-agency cooperative literacy education programs in North Carolina have for the most part been instigated by public libraries. Co-operating agencies have included community colleges, private businesses, churches, and volunteer literacy groups.

The most recent major research effort concerning the involvement of libraries in literacy education was the Libraries in Literacy study conducted by E.S. Smith in 1980. The purpose of the study was to report the "state of the art" of library involvement in literacy education in the nation. Six types of libraries and agencies were polled in the only nationwide comprehensive study of library involvement in literacy education to date; the study included public libraries, public school library/media centers, state institutional libraries, community college libraries, nonprofit agencies cooperating with libraries, and state library agencies. The sample included nine hundred libraries and agencies, and a seventy percent response rate was achieved. The report contained, in addition to the results of the survey, a comprehensive review of the literature in the field and several case study profiles.¹⁶³

Results of the survey indicated that of the 544 libraries responding, 142 provided literacy education services. The frequency of involvement was as follows: public libraries, 53 percent; state institutional libraries, 44 percent; community college libraries, 33 percent; and public school libraries, sixteen percent.¹⁶⁴ The major conclusions of the Libraries in Literacy study are summarized as follows:

- (1) Librarians' involvement in literacy education was seen as important and productive.
- (2) Libraries become involved in literacy education in response to requests of literacy education providers and community groups and is therefore reactive; noninvolvement is usually due to lack

- of awareness of need, actual lack of need, or due to the provision of the service by other agencies in the community.
- (3) Major incentives to involvement are awareness of need and availability of funds.
 - (4) Services provided range from passive, such as provision of materials and space, to intensive, such as tutoring and outreach programs; most tend to be more passive and less intensive.
 - (5) Populations served vary in age and education and ethnic background, with public libraries serving mostly adults, others serving their institutional populations.
 - (6) The libraries most likely to be involved in literacy activities tend to be located in large suburban communities with heterogeneous populations.
 - (7) Cooperation with other agencies was seen as essential for success.
 - (8) Library budgetary allocations for literacy education efforts usually constitute a small percent of the total budget.
 - (9) Federal funds were widely utilized but are threatened by budget cuts; such decreases account for most cutbacks in library involvement in literacy education activities.¹⁶⁵

Literature pertaining to literacy education activities of community colleges libraries is sparse. However, background information concerning the need for such activities was contained in the 1981 study by Fisk, Martens, and Richardson of functional literacy in the college setting. The authors discuss the prevalence of poor literacy skills among community college students and the need for learning assistance centers such as the ones found in many community college learning resources centers.¹⁶⁶

In a 1982 article Baughman discussed the need for community and junior college librarians to involve themselves

in assisting "new learners" (such as students enrolled in basic studies classes) to succeed in the college setting.¹⁶⁷

The only major study that focused on the role of the community college library in literacy education was Smith's Libraries in Literacy project. According to Smith, the involvement of community college libraries in the provision of literacy education services to community college students or to members of the community at large had not been explored prior to the study she conducted.¹⁶⁸ None of the more than two hundred references included in the bibliography of the study referred to literacy education programs in community college libraries.

Smith reported that the functions performed by community college librarians in support of literacy education programs of the institutions tend to fall into the category of "passive" or traditional library services, as opposed to "intensive" ones. Specifically she found that the functions most frequently associated with literacy education performed by community college libraries relate to the identification, acquisition and maintenance of materials and to the provision of space for literacy education classes; the functions performed least frequently entailed the training of library staff in the provision of literacy education activities and outreach services. Primarily the study showed that the literacy education services provided by community college libraries were intended to serve students enrolled in the colleges. However, even though the terms "library" and "learning resources center" were used synonymously,

most of the teaching activities concerned with literacy education occurred outside the library, with the library providing support for the literacy trainers. Few instances of cooperation with agencies outside the institutions for the provision of literacy education services to the communities were noted.¹⁶⁹

Other studies concerning the nature of community college involvement in literacy education tend to support the findings of the Smith study. Truett¹⁷⁰ and Shaughnessy¹⁷¹ reported separately studies of small samples of fairly inactive levels of library support for community college literacy education programs. Library staff members did not take an active role in literacy education activities but did make materials and space available to tutors in sites reported in these two studies.

Another report of a small sample was provided by Person and Phifer in 1983, who discussed the responses of thirty-one library/learning resources center directors to a questionnaire concerning the nature of their involvement in the literacy programs of their community colleges, which were located in eight Eastern states. The results indicated that while the directors recognized functional illiteracy to be a problem in their communities, there was a low level of participation in local literacy efforts, including cooperation with other agencies.¹⁷²

In a separate study, Person and Phifer reported in 1985 that libraries in both community colleges and four-year institutions provided for the most part traditional or passive lib-

rary services in support of institutional literacy education programs. The services most often provided were the provision of reading materials and library orientation, upon request. In this study, twenty community colleges were matched with twenty four-year colleges located in eight Eastern states. The authors were encouraged to find awareness of concern for the growing national problem of functional illiteracy at all institutions and evidence of support for literacy education at all libraries included in the study. They suggested that library staffs consider planning for more interaction with faculty, the library staff at fellow institutions, and with community agencies concerned with literacy education.¹⁷³

As for information regarding library support for literacy education programs of the North Carolina Community College System, no extensive studies could be located. Information was found, however, which reported activities of the learning resources centers of the NCCCS, and some of the activities discussed pertained to such literacy education programs as the Adult Basic Education one. The most comprehensive study of this nature was the 1979-80 Tompkins study which included data about the tutoring and developmental resources available in the learning resources centers of the NCCCS at the time.

In 1983 Plummer discussed the role of community college librarians as agents of education for adult students, including the students in need of instruction in basic skills, within the setting of the LRC. Based on interviews with several NCCCS LRC

directors, the article stressed the idea that the librarian of the technical or community college should be available to help students achieve their learning objectives, regardless of the level of instruction in which the student is involved.¹⁷⁴

In summary, the literature concerning the involvement of libraries in literacy education reveals an abiding relationship between libraries and adult education. It has been primarily in the twentieth century that the library has been the setting for adults with low levels of achievement in the skills of literacy, however. Active involvement in adult literacy education in the library setting has been primarily a phenomenon of the second half of the twentieth century, when the pervasiveness of functional illiteracy became recognized. Taking the lead in the provision of services to the functionally illiterate have been public libraries. In the community colleges the library/learning resources centers have not been particularly active in the provision of services to the students deficient in the skills of literacy, despite the predominance of students in need of developing the skills of literacy. Instead, the LRCs have lent support to the efforts of other agencies within the institution, who have been the primary providers of instruction in basic skills. Information concerning the level of library involvement in the literacy programs of the North Carolina Community College system was meager.

Objectives of the Study

Because of the meager data available on community college library/learning resources center involvement in literacy education in North Carolina, the present study was undertaken. The following specific objectives were formulated to provide direction for the study:

Objective One: to identify the nature of library involvement in the accomplishment of the literacy education mission of the North Carolina Community College System;

Objective Two: to obtain specific information concerning the nature of library involvement in Adult Basic Education programs of the North Carolina Community College System;

Objective Three: to obtain information concerning the role of the North Carolina Community College System in the provision of literacy education in North Carolina;

Objective Four: to obtain recent information concerning the functions of the learning resources centers of the North Carolina Community College System.

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- 152 Robert L. Thorndike, Reading Comprehensive Education in Fifteen Countries: An Empirical Study (New York: Halsted Press, 1973), cited by Susan Schmidt, "A History of ABE Services in Public Libraries," Drexel Library Quarterly 14 (October 1978): 9.
- 153 Schmidt, "A History of ABE Services in Public Libraries," pp. 9-10.
- 154 Mayrelee F. Newman, Cooperative Planning to Maximize Adult Basic Education Opportunities Through Public Library Extension in Appalachian North Carolina: Final Report (Bethesda, Md.: ERIC Document Reproduction Service, ED 125 669, 1975), abstract.

¹⁵⁵Lyman, "Literacy Education As Community Service," p. 203.

¹⁵⁶Coleman, "Library Programming for Groups with Special Needs," p. 6.

¹⁵⁷Helen H. Lyman, Library Materials in Service to the Adult New Reader (Chicago: American Library Association, 1973).

¹⁵⁸Schmidt, "A History of ABE Services in Public Libraries," p. 9.

¹⁵⁹Lyman, "Literacy Education As Library Community Service," pp. 195-6.

¹⁶⁰Helen H. Lyman, "Adult Literacy and Basic Skills Through Libraries," in Lifelong Learning for Adults Through Libraries, ed. Barbara Conroy (Bethesda, Md., ERIC Document Reproduction Service, ED 194 785, 1980), pp. 11-16.

¹⁶¹Lyman, Literacy and the Nation's Libraries.

¹⁶²Lyman, "Adult Literacy and Basic Skills Through Libraries," p. 13.

¹⁶³Smith, Libraries in Literacy.

¹⁶⁴Ibid., pp. 21-98.

¹⁶⁵Ibid., pp. v-vii.

¹⁶⁶Fisk, Martens, and Richardson, Functional Literacy in the College Setting, pp. 26-7.

¹⁶⁷Steven A. Baughman, "The Community-Junior College Library and the Educationally Disadvantaged Student," Community & Junior College Libraries 1 (Winter 1982): 25-32.

¹⁶⁸Smith, Libraries in Literacy, p. 67.

¹⁶⁹Ibid., pp. 67-81.

¹⁷⁰Carol Truett, "Services to Developmental Education Students in the Community College: Does the Library Have a Role?" College and Research Libraries 44 (January 1983): 20-8.

¹⁷¹Thomas W. Shaughnessy, "Library Services to Educationally Disadvantaged Students," College and Research Libraries 36 (November 1975): 443-8.

¹⁷²Ruth J. Person and Kenneth O. Phifer, "The Role of Community College Libraries and Learning Resource Centers in Literacy Education," Community & Junior College Libraries 2 (Fall 1983): 9-22.

¹⁷³Ruth J. Person and Kenneth O. Phifer, "Support for Literacy Education in Academic Libraries," College and Research Libraries 46 (March 1985): 147-53.

¹⁷⁴Ronald J. Plummer, "The Librarian As Adult Educator in the Learning Resources Center," Community & Junior College Libraries 2 (Fall 1983): 29-37.

CHAPTER III.

METHODOLOGY

This chapter concerns the methodology that was utilized in order to accomplish the objectives of the study. The topics discussed are the research design that was utilized; the population group that was studied; the instrumentation that was employed; the processes employed in the collection of data; and the processes that were utilized to analyze the data that were obtained.

Research Design

The primary purpose of this study was to obtain for analysis data descriptive of the library services available to the students enrolled in literacy education programs of the North Carolina Community College System. A particular sample of literacy education students, those enrolled in the Adult Basic Education classes, was chosen for specific examination, as it was decided that this group of students exemplified the community college students in the greatest need of education in the skills of literacy. Because the ABE program is offered at each institution in the NCCCS, and each conforms to specific guidelines established in part by the federal government, similar programs and student populations occur at each institution.

A second purpose of the study was to obtain data descriptive of the functions of the learning resources centers of the North Carolina Community College System. The library/learning resources centers of the NCCCS provide services to the students of the North Carolina Community College System that include library services.

Other purposes of the study were to obtain descriptive data concerning the prevalence of functional illiteracy in North Carolina and the role of the North Carolina Community College System as a provider of literacy education in the state.

Descriptive research is employed to obtain specific information about a target population, or as Isaac stated, the purpose of such research is "to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately."¹ Gay defined descriptive research as involving

collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are.²

Simon explained that descriptive research is also utilized to lay the groundwork for further areas of study.³

In order to accomplish the purposes of this study it was determined that the descriptive method was the most suitable. Primarily the study would be concerned with describing the current status of library involvement in the literacy edu-

cation mission of the North Carolina Community College System, with some attention paid to gathering information about the related topics of the learning resources centers and literacy education programs of the NCCCS, as well as the prevalence of functional illiteracy in North Carolina. The following hypotheses were formulated:

- (1) No distinct pattern of the level or amount of library involvement in the literacy education programs of the NCCCS would emerge, but rather evidence of a range of minimal to active involvement at the various institutions would materialize.
- (2) The level of library involvement in literacy education would be greater or more active at those institutions that administered the Adult Basic Education program through the library/learning resources center, as a closer working relationship between library and literacy program personnel would seem more likely to occur.
- (3) There would be evidence of a lower level of library involvement in the Adult Basic Education program at those institutions that did not administer the ABE program through the library/learning resources center.

Gay stated that descriptive data "are typically collected through a questionnaire survey, an interview, or observation."⁴ Good and Scates noted that in descriptive studies, the use of a questionnaire enables the investigator to obtain uniform responses to the same area of questioning, rather than just the

areas of study of particular interest and importance to the investigator. The use of definitions in the questionnaire standardizes and objectifies the areas of questioning, thereby assisting in the process of uniform data collection.⁵

The primary instrumentation employed for the attainment of descriptive data utilized in this study was a questionnaire survey with definitions included (see Appendix A).

Obtaining objective information is essential for the attainment of previously unresearched information; therefore, objectivity was given consideration during the preparation of the survey instrument. Closed questions were used for the most part, although in some instances the open form was employed but contained within specified parameters. In some instances an "other" option was provided. Gay recommends the use of the closed questionnaire with the inclusion of an "other" option as "a space for a subject to write in a response not anticipated by the researcher."⁶ Because perceptions or opinions as well as factual information were solicited on the survey questionnaire, the researcher considered the inclusion of open questions necessary and desirable.

In order to achieve the attainment of objective information, identical surveys were sent to the two groups of respondents most directly concerned with the areas of investigation, the library program directors and the directors of the Adult Basic Education programs of the NCCCS. The responses when compared were expected to provide increased opportunities for

the emergence of accurate data, as the library program directors would report the level of services offered as they perceived them, and the literacy program directors would report their perceptions of the library services that were received by their clients.

Population

In order to obtain descriptive data concerning the library services provided to literacy education students of the North Carolina Community College System, library and literacy program directors at fifty-seven of the fifty-eight institutions of the NCCCS were surveyed. Identical survey questionnaires were sent in separate sealed envelopes, which were respectively marked "Library Program Director" and "Adult Basic Education Program Director," to the fifty-seven institutions of the community college system other than Stanly Technical College in Albemarle. The decision to exclude Stanly Technical College from the survey was reached in the interest of impartiality. It was felt that preconceived ideas might emerge from data collected at Stanly Technical College, where the writer is employed. Therefore no data pertaining to Stanly Technical College appear in the tables derived from the analyses of data.

Instrumentation

In order to develop an appropriate instrument for gathering descriptive data for this study, several resources were consulted. The primary resources that were reviewed so as to

formulate appropriate areas of questioning were the works of Helen Lyman, particularly "Adult Literacy and Basic Skills Through Libraries"; the Smith Libraries in Literacy study; the Tompkins status study of the learning resources centers of North Carolina in 1979; and the 1982 guidelines for learning resources programs that appeared in College and Research Libraries. (All the resources mentioned above were cited in Chapter II.) Also providing assistance concerning the formulation of appropriate definitions were staff members of Stanly Technical College who work most directly with the Adult Basic Education program of that institution.

When completed the questionnaire was submitted to the Dean for Learning Resources, Iris Fisher, and the Director of Adult Basic Education, Marcia Daniel, at Stanly Technical College, for suggestions concerning format. This procedure was followed in lieu of field testing, as the two persons just named were appropriate respondents and would not participate in the final data gathering process. Following revisions the final survey was printed and readied for mailing to the fifty-seven institutions of the North Carolina Community College System other than Stanly Technical College.

In order to obtain survey results from the total population of library and literacy program directors, care was taken to design a survey instrument that was possible to complete fairly rapidly; therefore the checklist format was utilized. Because the research objectives made responses from

the total population surveyed desirable, no attempt to preserve anonymity was made, but rather respondents were asked to identify themselves by name, title, and institution.

A cover letter explained that the primary purpose of the survey was to obtain information about library involvement in literacy education in the North Carolina Community College System. Library and literacy program directors were asked not to consult but to answer and return the surveys independently.

The questionnaire consisted of three major sections preceded by several pertinent definitions. The first section, called "General Information," was used to obtain information concerning the identity of the respondents; to obtain updated information concerning the services provided by the library/learning resources centers; and to learn the administrative agencies of literacy education programs.

The second section of the survey instrument, called "The School and the Community," was planned to obtain information concerning the respondents' perception of the prevalence of functional illiteracy in North Carolina and the role played by the NCCCS in the provision of literacy education services.

The third section, called "Program Facilitation," was the section of the survey which was utilized to obtain respondents' identifications of their perceptions of appropriate and existing library services to literacy education students in the community college system of North Carolina. In the event

that respondents wished to suggest changes in the working relationship of the library and literacy program personnel, provision was made for suggestions.

The survey concluded with space for any additional comments respondents wished to include.

Collection of Data

The survey instrument and cover letter were mailed to the fifty-seven institutions in April, 1985. A two-week waiting period was allowed before the rate of return was compiled. As the rate of return was being tabulated, surveys continued to be received. By the end of May responses had been received from thirty-eight of fifty-seven library program directors and twenty-seven of fifty-seven ABE directors. Follow-up telephone calls during the first week in June, 1985, resulted in the receipt of all remaining questionnaires except two from library program directors and seven from ABE directors. Phone calls to these individuals produced all surveys except one by August, 1985. The final survey needed to obtain a one hundred percent rate of response was received from an Adult Basic Education program director in early October, 1985.

Data Analysis

Following receipt of the completed surveys, checklists were constructed to facilitate data management. Then data were compiled and analyzed and decisions were made concerning presentation of pertinent data in tabular arrangements with

appropriate descriptions accompanying them. Tables were subsequently devised and observations made. Interpretative summaries were developed concerning each major section of the survey. It was then possible to reach conclusions, derive implications, and make recommendations based on the analysis of data derived from the survey questionnaire. The major findings of the study and their analysis, as well as the conclusions, implications, and recommendations that were derived follow.

FOOTNOTES, CHAPTER III

¹S. Isaac and W.B. Michael, Handbook in Research and Evaluation (San Diego, California: EDITS, 1976), p. 18.

²L.R. Gay, Educational Research; Competencies for Analysis & Application, 2d ed. (Columbus, Ohio: Charles E. Merrill Publishing Co., 1981), p. 12.

³J.L. Simon, Basic Research Methods in Social Science (New York: Random House, 1969), p. 52.

⁴Gay, Educational Research, p. 12.

⁵C.V. Good and D.E. Scates, Methods of Research; Educational, Psychological, Sociological (New York: Appleton-Century-Crofts, Inc., 1954), pp. 614-16.

⁶Gay, Educational Research, p. 160.

CHAPTER IV.

FINDINGS OF THE STUDY

The primary purpose of this study was to investigate the nature of library involvement in the literacy education efforts of the North Carolina Community College System. In order to accomplish the primary and secondary purposes, specific objectives of the study were formulated. The objectives served to provide an organizational framework for analyzing the data that were received from the survey instrument that was described in the preceding chapter. In order to assist the reader in the assimilation of the findings of the survey, the objectives of the study are repeated below:

Objective One: to identify the nature of library involvement in the accomplishment of the literacy education mission of the North Carolina Community College System;

Objective Two: to obtain specific information concerning the nature of library involvement in Adult Basic Education programs of the North Carolina Community College System;

Objective Three: to obtain information concerning the role of the North Carolina Community College System in the provision of literacy education in North Carolina;

Objective Four: to obtain recent information concerning the functions of the learning resources centers of the North Carolina Community College System.

The findings of the study will be presented in the sequence established by the survey instrument, which was planned to progress from the general, the setting for literacy education and library services, to the specific, or information about the library involvement in literacy education at the North Carolina community colleges.

The Setting for Library and Literacy Education Services

Data obtained from the first section of the survey questionnaire, called "General Information," were utilized to identify the setting for library and literacy education services in the North Carolina Community College System. Respondents were asked to identify functions of the LRCs at their institutions, which were expected to include in each case library services. Respondents were also asked to identify the administering agency for the literacy education programs of their institutions.

In the process of obtaining the information specified above, data were yielded that provide a recent status study of the components of the library/learning resources centers of the NCCCS. Additionally, a status study of those agencies or departments of the various institutions of the community college system that administer the Adult Basic Education programs emerged.

Of interest to the purposes of this study were the perceptions of the level of library service and the functioning

of the Adult Basic Education programs held by the two groups of respondents to the survey, the library program directors and the literacy program directors. It was expected that the library program directors would be knowledgeable of the functions of the learning resources centers; likewise it was expected that the literacy program directors would be aware of which agency or department of the institutions in which they were employed administered the Adult Basic Education program. The unknown quality was the extent of awareness each had for the area outside their realm of expertise.

Functions of the Learning Resources Centers

The area of questioning that dealt with the service components of the library/learning resources centers made no attempt to explain the functions of the various areas of service offered, nor did it attempt to provide a comprehensive listing of the services that may be offered by a learning resources center. However, the four basic service areas, library, audiovisual, instructional, and developmental, were listed, as well as some specific areas of service that are considered an instructional service at some institutions, and a developmental at others; an example is the Human Resources Development (HRD) program. Because of the absence of explanations, which was considered important in the questioning of respondents' perceptions of a given situation, the inclusion of specific programs was thought to be useful in the inter-

pretation of the responses by the writer of this study, as well as future researchers of matters pertaining to the NCCCS library/learning resources centers. Preparation of this portion of the survey was devised with the previously stated expectation that the library program directors would be more knowledgeable of the services available through the LRC. Comparative perceptual data of the availability of functions in the LRCs according to the delineations of the survey questionnaire are reported in Table 1.

It was expected that, by virtue of identifying themselves as library program directors, the presence of library services would be verified. As expected, library services were reported available at each institution. Six persons reported that only library services were available in their area of responsibility. Another library program director indicated that the LRC concept was not in operation at that particular institution but that her area of responsibility included audiovisual services. The most comprehensive LRCs reported administering ten functions as delineated on the checklist; there were three such LRCs. An average of 4.16 functions were reported by library program directors as administered through the library/learning resources centers, according to the delineations of the checklist. Specific institutions and the functions specified by the library program directors as available are shown in Appendix Table 1-A.

TABLE 1

A COMPARISON OF FUNCTIONS ADMINISTERED THROUGH THE LEARNING RESOURCES CENTERS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM AS REPORTED BY LITERACY AND LIBRARY PROGRAM DIRECTORS IN 1985

Functions Reported	Reported by Literacy Program Directors (N=57)	Reported by Library Program Directors (N=57)	Amount of Divergence
Library services.....	47	57	-10
Audiovisual services....	46	51	-5
Instructional services..	11	23	-12
Developmental services..	18	14	+4
Adult High School.....	11	11	0
GED prep classes.....	22	21	+1
GED testing.....	23	16	+7
HRD program.....	3	1	+2
Visiting artist.....	7	6	+1
Peer tutoring.....	11	5	+6
Others.....	4	16	-12
Adult Basic Education...	6	6	0

In comparison with Tompkins' 1979 status study of the LRCs of the NCCCS, a few institutions have become less comprehensive in terms of services offered through the learning resources centers, as in 1979 ninety-three percent of the institutions offered two or more services through the LRC, as compared to eighty-nine percent reporting two or more services in the present study.¹ Other services reported in the open question portion of this section of the questionnaire included the print shop, staff development, telecourses, and several other activities as LRC responsibilities.

Of particular interest to the purposes of this study is the decline of ABE programs administered by the LRC. It was reported by both library and literacy program directors that six institutions, or 10.5 percent, administered the Adult Basic Education program through the learning resources center in 1985; this compares to fourteen institutions, or 24.6 percent of institutions that administered the ABE program through the LRC in 1979.²

Concerning other responses to the survey of the perceptions of literacy program directors of the components of the LRCs, the data indicated that the literacy program directors were not in complete agreement with the library program directors concerning the identification of services offered through the library/learning resources center. This would seem to be expected, as library program directors would be more familiar with terminology specific to the learning resources centers.

The literacy program directors, specifically the directors of the Adult Basic Education programs, seemed less aware of the various services offered through the LRCs, as they designated an average perception of 3.72 functions as being available through the LRC, according to the delineations of the survey questionnaire, as compared to the 4.16 percent reported by the library program directors. Specific institutions and the functions specified by the literacy program directors as available through the LRCs are shown in Appendix Table 2-A. As shown in Table 1, the literacy program directors tended to lean toward identifying the specific services available through the LRC, particularly those relating to their field of expertise.

Administration of the Adult Basic Education Programs

In order to obtain information concerning the setting of the literacy education program which has provided a focus for a study of library involvement in literacy education services of the North Carolina Community College System in this study, respondents to the survey questionnaire were asked to identify the administering agency of the literacy education programs at their institutions. This line of questioning was expected to provide specific information about the variety of titles of departments of the various institutions which administer the ABE program. Because this was an open question, respondents were required to provide specific information if the ABE

program was not administered through the learning resources center. This tactic was considered necessary to learn if (a) ABE was administered through the LRC; or (b) if not, which agency or department had such responsibility. This information was considered important for the purposes of this study, as it was hypothesized that if ABE and library services were administered through a common agency, evidence of more active involvement of library services in literacy education programs would emerge.

As has already been mentioned, only six institutions reported that the Adult Basic Education program was administered through the learning resources center. It was suggested in the Plummer article referred to on pages 85-6 that this program was removed from the LRC for FTE (full-time-equivalency student count) reasons in some instances due to the wishes of institutional administrators.³ It is likely that the increase in funds available to the institutions due to changes approved by the General Assembly for support of the ABE programs, resulting in curriculum-level funding for the ABE programs, had some effect on changes in the administration of the ABE program. This change went into effect in 1983.

Information obtained from the survey questionnaire pertaining to this study yielded fourteen different categories of designations for the administering agencies of the ABE programs at the institutions of the NCCCS. It seems apparent that some respondents did not possess the correct information

concerning this area of questioning, as respondents from the same institutions sometimes gave different answers, perhaps indicating a lack of familiarity of library program directors with the details of operation of the ABE programs. As it was expected that library program directors would be more familiar with the services offered by the LRCs of the various institutions, it was also expected that literacy program directors, specifically the directors of the Adult Basic Education program, would be more likely to correctly identify the agency which administered the ABE program at the various institutions. In the interest of describing the setting for literacy education in the NCCCS, and also for the purpose of providing information for future research in the area of adult literacy education, comparative perceptual information concerning the administering agencies of the ABE programs of the NCCCS is provided in Table 2. It is apparent that most frequently the ABE programs of the North Carolina Community College System are administered through the Continuing Education department of the institutions. Sixty percent of the ABE programs were reported by ABE directors to be administered through Continuing Education; fifty-six library program directors reported the same administering agency. Specific identifying information pertaining to the individual institutions is available in Table 3-A.

Functional Illiteracy and the North Carolina Community Colleges

The second section of the survey questionnaire, "The School and the Community," required the respondents to focus on the

TABLE 2

A COMPARISON OF THE IDENTIFICATIONS OF ADMINISTERING
AGENCIES OF ADULT BASIC EDUCATION PROGRAMS IN THE NORTH
CAROLINA COMMUNITY COLLEGE SYSTEM AS REPORTED
BY LITERACY AND LIBRARY PROGRAM DIRECTORS IN 1985

Agency Identified	Identified by Literacy Program Director (N=57)	Identified by Library Program Director (N=57)	Amount of Diver- gence
Adult & Continuing Education.....	1	0	+1
Adult Basic Education.....	7	5	+2
Adult Continuing Education.....	0	1	-1
Adult Education....	0	1	-1
Basic Education....	1	0	+1
Basic Studies.....	1	1	0
Continuing Education.....	34	32	+2
Community Services.	3	1	+2
Developmental Studies.....	0	1	-1
Enrichment Programs.....	1	0	+1
General Adult Education.....	1	1	0
General Studies....	0	2	-2
Learning Resources Center.....	6	6	0
Special Programs...	1	0	+1
Not Given.....	1	6	-5

problem of functional illiteracy in North Carolina and the role played by the North Carolina Community College System as a provider of literacy education. Several areas of questioning yielded comparative data concerning the respondents' perceptions of these subjects in the following progression: first, the broad topic of functional illiteracy was approached; second, the more specific topic of the role of the NCCCS as a provider of literacy education was focused upon; then the final portion of this section of the survey dealt with the specific topic of Adult Basic Education in relation to the total college program.

Functional Illiteracy in North Carolina

The first area of the second section of the survey instrument attempted to gain general information concerning respondents' relative awareness of the existence of functional illiteracy in the service areas of their institutions. Generally the term "service area" refers to the broad community served by the community or technical college or technical institute within about thirty miles or commuting distance of the institution. However, there are no rigid attendance zones established for the institutions of the community college system, such as those established in the public school systems at the secondary level and below. Respondents were asked to choose a description of a general nature concerning the level of functional illiteracy in the broad community, then to specify an

estimated percentage of functional illiteracy in the area. Not only did data derived from this area of questioning provide information about the prevalence of functional illiteracy in North Carolina in the opinion of educators who daily work with citizens of the state who are deficient in the skills of literacy, but it also provided comparative information concerning the level of awareness of library directors and literacy program directors of functional illiteracy as a problem in the state. This comparative profile established a partial setting for subsequent questioning concerning the nature of library involvement in literacy education.

The comparative data displayed in Table 3 suggest that both groups of respondents consider functional illiteracy to be prevalent in North Carolina. However, it is evident that the ABE directors exhibited a tendency to consider functional illiteracy to be more pervasive than the library program directors. Neither group considered functional illiteracy to affect only a small portion of the population; however, nine percent of the librarians declined to respond, indicating perhaps a lack of willingness to attempt to assess the extent of functional illiteracy in the area due to lack of information.

Table 4 represents in a tabular format the range of responses received to the open question in which respondents were asked to provide a specific estimate of the percentage of functional illiteracy in their service areas. The range of estimates received was from ten to seventy percent. No one

TABLE 3

A COMPARISON OF PERCEIVED LEVELS OF FUNCTIONAL ILLITERACY
 ACCORDING TO LITERACY AND LIBRARY PROGRAM DIRECTORS
 OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM IN 1985

Responses	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
Functional illiteracy is widespread in the area...	48	84	26	46
Functional illiteracy is a problem in the area but less so than in other areas.....	5	9	21	37
Functional illiteracy affects a significant minority of the area population.....	4	7	5	9
Functional illiteracy affects only a small portion of the area population.....	0	0	0	0
No response.....	0	0	5	9

TABLE 4

A COMPARISON OF PERCEIVED ESTIMATES OF PERCENTAGES OF
FUNCTIONALLY ILLITERATE PERSONS IN THE SERVICE
AREAS OF LITERACY AND LIBRARY PROGRAM DIRECTORS
OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM IN 1985

Percentages Estimated	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
55 or over.....	2	4	2	4
50-54.....	3	5	1	2
45-49.....	2	4	1	2
40-44.....	4	7	3	5
35-39.....	3	5	2	4
30-34.....	8	14	5	9
25-29.....	10	18	4	7
20-24.....	11	19	5	9
15-19.....	5	9	6	11
10-14.....	4	7	2	4
0-9.....	0	0	0	0
No response.....	5	9	26	46

specified an estimate of less than ten percent; however, some respondents declined to provide a specific figure. This was true of almost half the library program directors, echoing in an intensified manner the reluctance of librarians to speculate concerning the amount of functional illiteracy in the state. This lack of response may perhaps be attributed to caution, as the librarians may have hesitated to specify information based on opinion rather than research; or perhaps some of the librarians did not respond to this question because of a lack of interest in the subject. Comparative data utilized to formulate Tables 3 and 4 are located in Appendix Tables 4-A and 5-A, respectively. Percentages are rounded to the nearest whole number on all tables that are concerned with percentages in this study.

It is interesting to note that the largest number of responses of literacy program directors placed estimates of functional illiteracy in the twenty to twenty-nine percent range (see Table 4). This range corresponds somewhat with the state-wide level of functional illiteracy, twenty-four percent, that was included in the Brown-McNichols report referred to on page 36, thereby lending credibility to the ABE directors' perception of the actuality of the rate of functional illiteracy in North Carolina.

In summary, functional illiteracy is perceived to be a problem in North Carolina by both literacy and library program directors. However, literacy program directors tended to

consider functional illiteracy to be more widespread than the library program directors, who exhibited a tendency to bypass this area of questioning.

The Community College and Literacy Education

Following the questions concerned with respondents' perception of functional illiteracy in North Carolina were questions that attempted to assess respondents' perceptions of the North Carolina Community College System as a provider of literacy education. Not only was there interest in determining respondents' perceptions of the role of the NCCCS as a provider of literacy education, but also it was considered relevant to the purposes of this study to obtain information concerning the identification of the agencies which provide, along with the NCCCS, literacy education services in North Carolina. The second area of questioning in "The School and the Community" portion of the survey questionnaire concluded with a question which asked the respondents to evaluate the effectiveness of the NCCCS as a provider of literacy education in North Carolina.

In order to establish a framework for describing the community college system as a provider of literacy education in the state, respondents were asked to state their perceptions of the role of the community college as a provider of literacy education in relation to other providers of literacy education in the various service areas of the institutions. If other agencies were cited as providers, respondents were asked to

specify them. The resulting data are arranged in Tables 5, 6, 6-A, and 7-A.

Table 5 reveals that, according to the perceptions of both literacy and library program directors, the North Carolina Community College System is a major provider of literacy education in the state. In forty to forty-two percent of service areas, the community college system is perceived to be the primary provider of literacy education in North Carolina. Additionally, in forty-seven to fifty-eight percent of service areas, the community colleges, in cooperation with other literacy education providers, were perceived as the appropriate designation for the providers of literacy education in other service areas. Three ABE directors indicated that the community colleges work in cooperation with other agencies and independently of other agencies.

When asked to specify agencies other than the NCCCS that provide literacy education, the agency most frequently cited by both groups of respondents was the Laubach tutoring organization, as Table 6 reveals. However, the librarians mentioned the public library more frequently than the literacy program directors, perhaps because of their familiarity with public library programs due to professional publications, conferences, and opportunities for association. Among the other agencies cited in the open-ended section of this question were local literacy councils, as well as business and industry connections.

TABLE 5

A COMPARISON OF THE PERCEPTIONS OF LITERACY AND LIBRARY PROGRAM DIRECTORS
OF THE COMPARATIVE ROLE OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
IN THE PROVISION OF LITERACY EDUCATION PROGRAMS IN 1985

Responses	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
The community college is the primary provider of adult literacy education in the area.....	23	40	24	42
The community college and other agencies cooperate to provide literacy education.....	33	58	27	47
The community college and other agencies independently provide literacy education.....	3	6	2	4
No response.....	0	0	4	7

TABLE 6

A COMPARISON OF THE IDENTIFICATION BY LITERACY AND LIBRARY PROGRAM DIRECTORS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OF AGENCIES WHICH PROVIDE ADULT LITERACY EDUCATION PROGRAMS IN NORTH CAROLINA IN 1985

Agencies	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
A unit of the North Carolina Community College System..	57	100	53	93
Public schools.....	8	14	11	19
YMCA or YWCA.....	0	0	2	4
Laubach volunteers.....	23	40	15	26
Public libraries.....	9	16	13	23
Churches.....	19	33	11	19
Others.....	12	21	6	11
No response.....	0	0	4	7

Finally, respondents were asked to evaluate efforts by the North Carolina Community College System to reach persons in need of literacy education. The results, shown in Table 7 and delineated by institution in Table 8-A, indicate that both groups of respondents perceived the community college system to be an effective provider of literacy education, but that many persons deficient in basic literacy skills have not received instruction.

The Emphasis Afforded the Adult Basic Education Program

A final area of questioning in the second division of the survey questionnaire, "The School and the Community," explored a situation internal to the institutions of the North Carolina Community College System. Respondents were asked to assess the emphasis placed on the ABE programs at their institutions. The primary purpose of this area of questioning was to determine if respondents perceived the ABE program to be appropriately supported by the institutions in terms of the comprehensive mission of the NCCCS to provide various educational opportunities for the adults of North Carolina.

It was of interest at this point to discover whether ABE directors felt they had adequate support for their programs. It was also of interest to explore the possibility that library program directors felt that the ABE programs diverted funds that could have been utilized for other purposes, such as the purchase of library materials. An opportunity was pro-

TABLE 7

A COMPARISON OF PERCEPTIONS OF LITERACY AND LIBRARY PROGRAM DIRECTORS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM CONCERNING THE EFFECTIVENESS OF LITERACY EDUCATION PROGRAMS IN 1985

Responses	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
Community-college/community agencies have proven effective.....	23	40	18	32
Community-college sponsored programs have proven effective.....	28	49	31	54
Other-agency-sponsored programs have proven more effective.....	0	0	0	0
Success of community-college programs is difficult to assess due to fluctuating enrollments.....	15	26	13	23
Illiteracy is still pervasive.....	15	26	7	12
No response.....	2	4	7	12

vided for comments. Results of this area of questioning are shown in Tables 8 and 9-A. The majority of Adult Basic Education directors, eighty-eight percent, perceived their programs as receiving adequate emphasis. However, seven persons perceived a lack of emphasis for their programs. The reasons they cited for their dissatisfaction were primarily related to inadequate funding for recruitment, staffing, and publicity.

The majority of library program directors, seventy-four percent, also felt that emphasis on the ABE program at their institutions was adequate, although nine persons stated that they felt the program needed more institutional support. Even though several library program directors did not respond to this area of questioning, no one stated a perception of over-emphasis of the ABE programs, although opportunity was provided for comments.

Among the responses received to the open-ended question concerning respondents' reasons for designating a perception of adequacy for the ABE program were a number of comments concerning the boost afforded the basic literacy program by the increase in state funding for the program which went into effect in 1983. Others cited perceptions of good community and administrative support for the Adult Basic Education program.

Apparently the prevailing perception among literacy and library directors of the North Carolina Community College System is that the ABE program is an adequately supported program at the state, community, and institutional levels. Support

TABLE 8

A COMPARISON OF THE PERCEPTION OF LITERACY AND
LIBRARY PROGRAM DIRECTORS OF THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM CONCERNING THE ADEQUACY
OF EMPHASIS AFFORDED THE ADULT BASIC EDUCATION
PROGRAM IN 1985

Responses	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
Emphasis is adequate.....	50	88	42	74
Emphasis is inadequate.....	7	12	9	16
No response.....	0	0	6	11

was interpreted to be adequate both in terms of funding and attitudes of administrators at the institutional level for promotion of the Adult Basic Education program.

In summary, "The School and the Community" section of the survey questionnaire indicates an awareness of functional illiteracy as a problem in North Carolina among both literacy and library program directors, with literacy program directors displaying a somewhat heightened awareness of this problem, as opposed to library program directors.

Both groups of respondents indicated a perception of awareness that the North Carolina Community College System is providing the major opportunities for persons deficient in literacy skills to receive literacy education opportunities in North Carolina, although many persons deficient in literacy skills have not enrolled in literacy education classes.

Finally, both literacy and library program directors perceived the Adult Basic Education program as receiving adequate commitment and support at the state, community, and institutional levels.

Library Services to Literacy Education Students of the North Carolina Community College System

The third and final section of the survey questionnaire was called "Program Facilitation." In this section the nature of library involvement in the literacy education programs of the North Carolina Community College System was explored. The primary purpose of gathering data at this point was to

establish a profile of the level of library services, as well as a general categorization of the nature of utilization of such services, that is currently available to the students of basic literacy skills in the North Carolina Community College System. The strategy utilized to establish such a profile was to establish a balance between the perceptions of the providers of library services and the providers of literacy education services that would reflect the actuality of the situation. Data gathered from the providers of library services to students of literacy education and the persons responsible for directing ABE programs were compared and observations made concerning the expectations and realities of library services to literacy education students of the NCCCS.

Some attempts were made to establish data concerning the effects of the mutual administration of library and ABE programs through the library/learning resources center upon the level of library services offered to ABE students.

Specific areas of library activity were mentioned in order to obtain a profile of the types of library services that are offered to literacy education students in the NCCCS.

Respondents were also provided the opportunity to assess the need for changes in the nature and level of library services offered to literacy education students of the North Carolina Community College System.

The results of the final section of the survey follow.

The Role of Library Services in Literacy Education

The portion of the survey questionnaire that dealt specifically with library services to literacy education students began with an exploration of respondents' perceptions of the nature of an appropriate level of library services that should be rendered to literacy education students of the North Carolina Community College System. Respondents were offered three choices and an "other" option. The first choice described a commitment to planning for the active involvement of literacy education students in the use of the library by library and literacy education personnel of the community college system.

Choice of the second selection available indicated that respondents considered appropriate library services to literacy education students to include support for literacy education programs of the NCCCS and therefore some use of the library facilities and materials was anticipated. However, active planning among literacy and library program personnel was not expected.

Selection of the third description of the appropriate role of library services in the accomplishment of the literacy education mission of the NCCCS indicated a low level of expectation of library use by literacy education students. Little planning was expected to take place among library staff members and literacy program facilitators for use of library resources by the students of basic literacy skills.

Therefore, respondents were offered three levels of appropriate library services to literacy education students from which to specify their perceptions of the appropriate role of library services in the facilitation of the literacy education efforts of the North Carolina Community College System. The levels offered could be generally considered to suggest expectations of high, moderate, or low amounts of library involvement in literacy education programs. The results of this area of questioning are shown in Table 9. Supporting data are available in Appendix Table 10-A.

The data indicate that perceptions vary among library and literacy program directors concerning the appropriate level of library service to students of basic skills. Library program directors tended to exhibit a somewhat heightened level of expectation of use of the library by literacy education students.

Use of the "other" option established no new categories of levels of library service considered appropriate to ABE students, but rather tended to echo the categories already described. For example, one respondent stated that the ABE students need to learn to read better before they can benefit very much from using the library. This comment by a literacy program director was considered indicative of the expectation of a low level of library involvement by ABE students.

The attempt was made in the second question of this portion of the survey questionnaire to ascertain respondents' per-

TABLE 9

A COMPARISON OF THE PERCEPTIONS OF LITERACY AND LIBRARY PROGRAM DIRECTORS
OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OF APPROPRIATE LEVELS
OF LIBRARY INVOLVEMENT IN LITERACY EDUCATION IN 1985

Responses	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
Library staff should plan for heavy use of library resources by ABE students.....	22	39	21	37
Library staff should be supportive of ABE program but anticipate no active planning for use of library resources by ABE students.....	11	19	17	30
Library staff should anticipate little use of library resources by ABE students.....	24	42	15	26
No response.....	0	0	4	7

ception of the actuality of the level of library involvement in the literacy education programs of their institutions. However, not enough replies were received to tabulate in a meaningful manner. Apparently the question was considered redundant, or respondents did not wish to answer, as they were identified by name and title on the questionnaire. Also, perhaps respondents were nearing the end of the survey and felt that, in the interest of time, they could eliminate this question.

Therefore, the attempt to ascertain the reality of library involvement in literacy education programs depended on the third area of questioning in this section of the survey questionnaire.

The Role of Library Services to Adult Basic Education Students in Relation to Administration

The first area of questioning of this third section of the survey questionnaire was next examined in connection with the hypothesis that had been formulated concerning the effect of joint administration of library services and ABE programs through the library/learning resources center. It had been hypothesized that there would be evidence of more library involvement in literacy education programs at the institutions of the NCCCS that jointly administered library and literacy programs through the LRC. It will be recalled that the survey revealed that only six such jointly administered situations were identified, down from the number which had been jointly

administered a few years ago. Therefore, the number of clearly defined trends seemed difficult to discern based on responses of such a small number of respondents. However, the responses of the six library and literacy program directors which jointly work through the learning resources center at their institutions to the first question of the third section of the survey questionnaire were examined. The results appear in Table 10, with supporting data appearing in Appendix Table 10-A.

Among literacy program directors, the split between perceptions of the appropriate level of library involvement in literacy education at the six institutions appeared to be evenly divided between those who would favor a high level of library involvement in literacy education and those who would not anticipate much use of library resources by Adult Basic Education students.

Library program directors tended to lean toward a higher level of library involvement in the ABE program, as compared to the literacy program directors.

However, in view of the probability that the number of respondents in question was too small to extract meaningful data, this area of examination was abandoned at this point in the study. It was decided by the researcher that the hypothesis that joint administration of library and ABE services through the LRC resulted in the offering of a more active level of library service to literacy education students could

TABLE 10

A COMPARISON OF THE PERCEIVED APPROPRIATE LEVELS OF LIBRARY INVOLVEMENT
IN LITERACY EDUCATION ACCORDING TO LITERACY AND LIBRARY PROGRAM DIRECTORS
OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM IN RELATION TO ADMINISTRATION
IN 1985 .

Responses	Specified by Literacy Directors		Specified by Library Directors	
	Where ABE Is Adminis- tered by the LRC (N=6)	Where ABE Is Not Admin- istered by the LRC (N=51)	Where ABE Is Adminis- tered by the LRC (N=6)	Where ABE Is Not Admin- istered by the LRC (N=51)
	N % of N	N % of N	N % of N	N % of N
Library staff should plan for heavy use of library resources by ABE students.....	3 50	19 37	4 67	17 33

TABLE 10--Continued

Responses	Specified by Literacy Directors				Specified by Library Directors			
	Where ABE Is Adminis- tered by the LRC (N=6)		Where ABE Is Not Admin- istered by the LRC (N=51)		Where ABE Is Adminis- tered by the LRC (N=6)		Where ABE Is Not Admin- istered by the LRC (N=51)	
	N	% of N	N	% of N	N	% of N	N	% of N
Library staff should be supportive of ABE pro- gram but anticipate no active planning for use of library resources by ABE students.....	0	0	11	22	2	33	15	29
Library staff should an- ticipate little use of library resources by ABE students.....	3	50	21	41	0	0	15	29
No response.....	0	0	0	0	0	0	4	8

not realistically be supported. Therefore the hypothesis was neither proven nor disproven by the results of this study.

Library Services Offered to Literacy Education Students

Attempts to ascertain the reality of library involvement in literacy education at the institutions of the North Carolina Community College System depended on data derived from the third question of the third section of the survey questionnaire. Eleven specific areas of library activity related to literacy education were listed, along with an "other" option, and respondents were asked to identify the specific services which they perceived to be in effect at their institutions. Two different types of data were derived from this area of questioning: a quantitative profile was obtained, which showed how many different services specified were offered to literacy education students; and a profile of the types of services offered was obtained. In order to obtain the latter information, descriptions of services included on the checklist contained delineations of library services that involved little interaction of library and literacy program staff persons, and others that would necessitate more interaction of the two groups of educators. The services that involve little joint planning of library and literacy program personnel can be described as "traditional" library services such as making materials and shelving available. Smith in the Libraries

in Literacy study described such services as "typical" or "passive" ones, involving relatively minor commitments of staff time and effort.⁴ The services that require more interaction of library and literacy program personnel, such as making arrangements for tutoring services for ABE students or providing bibliographic instruction to the literacy education students, may be described as signifying a higher level of commitment to facilitating literacy education programs; Smith referred to such services as "intensive."⁵

It was decided by the writer of this study that by approaching the data from both the standpoints of quantity of services offered and the level of planning and interaction required to offer various services, a more meaningful status study of the services to literacy education students of the NCCCS could be derived.

Although specific areas of library involvement that appeared on the survey were not numbered or coded, they appear so below, numbered in the order that they appear on the survey instrument and coded "T" for traditional or typical and "A" for active or atypical:

- 1-T The library provides a program to orient ABE students to the library.
- 2-A The library staff conducts bibliographic instruction classes which are planned so as to assist ABE students in becoming more knowledgeable users of library resources.
- 3-T The library houses and circulates texts, sometimes called programmed materials, that are used in ABE classes.

- 4-T The library has available supplementary materials, particularly high-interest/low-vocabulary fiction, that are circulated to ABE students.
- 5-T The library has certain shelves set aside for the display of high-interest/low-vocabulary materials.
- 6-A The library staff works with ABE tutors and program facilitators to purchase materials needed for working with students, such as Dolch word cards.
- 7-A There is a section of the library which has been set aside for tutoring sessions of ABE students and their teachers.
- 8-A The library staff has designated someone to coordinate volunteer tutoring programs.
- 9-A The library staff works with other community agencies to promote literacy education efforts sponsored by the school.
- 10-T The library sponsors from time to time special displays which promote the value of literacy education programs.
- 11-A A staff member from the library has been designated to meet regularly with the literacy program facilitators to plan for library involvement in the literacy education programs.
- 12- Other(s); please explain.

The results of the survey of specific library services available to literacy education students are available in Tables 11, 12, and Appendix Table 11-A.

Table 11 provides information concerning the quantity of services available to literacy education students, as perceived by literacy and library program directors of the North Carolina Community College System. The quantitative display reveals a generally low level of services in effect to ABE students at one quarter of the institutions; library program directors specified none at more than one fifth of the insti-

TABLE 11

A QUANTITATIVE COMPARISON OF THE PERCEPTIONS OF LITERACY
AND LIBRARY PROGRAM DIRECTORS OF THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM CONCERNING SPECIFIED AREAS
OF LIBRARY INVOLVEMENT IN LITERACY EDUCATION PROGRAMS
IN 1985

Number of Services Reported	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
Twelve.....	0	0	0	0
Eleven.....	1	2	0	0
Ten.....	0	0	0	0
Nine.....	0	0	0	0
Eight.....	0	0	1	2
Seven.....	1	2	1	2
Six.....	2	4	1	2
Five.....	3	5	2	4
Four.....	4	7	7	12
Three.....	9	16	11	19
Two.....	11	19	13	23
One.....	12	21	9	16
Zero.....	14	23	12	21

TABLE 12

A DESCRIPTIVE COMPARISON OF PERCEPTIONS OF LITERACY AND LIBRARY PROGRAM DIRECTORS
OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM CONCERNING SPECIFIED AREAS OF
LIBRARY INVOLVEMENT IN THE LITERACY EDUCATION PROGRAMS IN 1985

Services Described	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
<u>1-T^a</u> Orientation to library is provided to ABE students.....	15	26	23	40
<u>2-A^b</u> Bibliographic instruction is pro- vided to ABE students.....	4	7	8	14
<u>3-T</u> Library houses, circulates ABE texts...	18	32	18	32
<u>4-T</u> Library has available supplementary materials for circulation to ABE classes.....	21	37	31	54

TABLE 12--Continued

Services Described	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
<u>5-T</u> Shelving has been designated for high-interest/low-vocabu- lary materials.....	12	21	9	16
<u>6-A</u> Library and ABE staff consult concerning purchase of materials..	11	19	8	14
<u>7-A</u> Space is provided for tutoring of ABE students.....	8	14	5	9
<u>8-A</u> Library staff member coordinates tutoring volunteers.....	2	4	2	4
<u>9-A</u> Library staff works with other community agencies to promote literacy programs.....	8	14	4	7
<u>10-T</u> Library sponsors displays to promote literacy education programs.....	13	23	13	23

TABLE 12--Continued.

Services Described	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
<u>11-A</u> Designated library staff member meets regularly with literacy program facilitator for joint planning.....	3	5	1	2
<u>12-</u> Other.....	7	12	2	4
No response.....	14	25	12	21

^a"T" refers to "traditional."

^b"A" refers to "active."

tutions. The majority of both respondent groups who reported the availability of specific services indicated that three or fewer services were available, including the "other" option. Non-responses were included in the zero category on Table 11.

The specific services that were indicated as being available are reported in Table 12, according to the numerical order established by the survey instrument and the coded description of such services that was provided on pages 143-4. Both library and literacy program personnel indicated that most often the services that were available to ABE students fell into the "traditional" category. The two items most frequently cited by both literacy and library directors involved the housing and circulation of library materials, typical library functions. Few activities were specified as available which fell into the "active" category.

Several services were mentioned in the open-ended "other" category; all were determined by the questioner to be traditional library services. They included such items as catalog-ABE materials and circulating audiovisual materials.

The data appear to indicate that in practice few activities are planned at the community college libraries that may be considered to indicate active involvement of the libraries in literacy education programs of the North Carolina Community College System. It had been hypothesized that evidence of a range of library services available to ABE students would emerge, indicating minimal to active involvement at various

institutions of the system in the basic literacy program offered by the NCCCS. Apparently the hypothesis has been weakly supported, but most services reported available to literacy education students tend to fall into the range that would indicate minimal rather than active involvement of the libraries of the North Carolina Community College System in the Adult Basic Education program.

Suggestions for Change

The final area of questioning of the survey questionnaire provided respondents the opportunity to suggest any changes they perceived as desirable in the interrelationship of library and literacy program facilitators. Respondents were asked to check any of several suggestions they felt were desirable; the suggestions were descriptive of changes that involved less as well as more interaction among library and literacy program personnel. An "other" category was also provided. As Tables 13 and 12-A indicate, both groups of respondents did designate that some changes were desirable. The changes most frequently chosen involved the provision for increased opportunities for communication among library and literacy program personnel. Library personnel seemed somewhat more responsive to increased amounts of conferring, however. Twice as many literacy program directors, or twenty-five percent of respondents, gave no response to this particular area of questioning. No "other" suggestions for change were received.

TABLE 13

A COMPARISON OF PERCEPTIONS OF LITERACY AND LIBRARY PROGRAM DIRECTORS OF
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM CONCERNING SELECTED DESIRABLE
CHANGES IN PROGRAM PROCEDURES IN 1985

Suggested Changes	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
Library staff should designate person to work more closely with literacy program director.....	21	37	23	40
Designated time should be established for consultation.....	12	21	24	42
Library should be relieved of respon- sibility for handling ABE texts.....	3	5	2	4
Library budget should be adjusted to provide less emphasis on support of ABE program.....	2	4	6	11

TABLE 13--Continued

Suggested Changes	Specified by Literacy Program Directors (N=57)		Specified by Library Program Directors (N=57)	
	N	% of N	N	% of N
Literacy education staff needs to make greater effort to consult with library staff.....	24	42	29	51
Library budget should be adjusted to provide more emphasis on support of ABE program.....	16	28	27	47
No response.....	14	25	7	12

However, in the "comments" section immediately following the final area of questioning, opportunity was provided for some respondents to suggest changes. Several underscored the possibility that changes in the interrelationship of library and literacy program facilitators may be desirable. One librarian stated, "Since I have been librarian, there has been no real involvement with the ABE program. I would be willing to work with the facilitators to improve the services of the library to these people." A literacy director stated, "This survey has facilitated a new concern for me....I hadn't thought about interaction between my office and the library. This is as much my fault as anyone's." Another ABE director stated, "We would greatly benefit from library special displays and programs."

However, some respondents' comments did not indicate the perception of need for change. One librarian stated, "The library has never had any connection with the literacy program. The Library Services Department is completely separate from any developmental studies program." A literacy program director stated, "All literacy education materials are provided by ABE program--library use is not needed." Another ABE director stated, "The library staff and the ABE staff have an excellent working relationship."

In summary, the library and literacy program directors of the North Carolina Community College System revealed similar perceptions of the level of library services provided to lit-

eracy education students. The expectations of appropriate levels of library service and the specification of particular services that are available to ABE students profile a generally low level of expectation and materialization of library services provided to students of basic literacy skills. Both groups of respondents indicated some interest in developing increased avenues of communication concerning the development of library services to Adult Basic Education students.

Summary of Findings

The findings of this study will be briefly summarized in accordance with the sequence established by the survey instrument and discussed in the preceding pages of this chapter.

First: the setting for library and literacy education services for the North Carolina Community College System was explored. In the NCCCS the setting for all library services is the library/learning resources center. In some of the LRCs literacy education services are included in the functions of the administrative unit; one such literacy education service is the Adult Basic Education program, which provides instruction in the basic skills of literacy. The first section of the survey questionnaire, called "General Information," was planned to obtain a recent status study of services rendered through the learning resources centers according to the perceptions of library and literacy program personnel, specifically the directors of the Adult Basic Education program.

It had been hypothesized that a range of minimal to active involvement of library services to literacy education students would emerge from the study, and that evidence of a greater commitment to library services for literacy education students would emerge at those institutions of the NCCCS that jointly administer the Adult Basic Education program and library services through the LRC.

Data obtained from the questions of the first section of the survey questionnaire provided updated information concerning the functions of the North Carolina Community College System library/learning resources centers. There was some evidence that the numbers of services offered through this administrative unit of the institutions of the NCCCS have diminished in the past six years. Of particular interest to the purposes of this study, the number of LRCs which jointly administer library and ABE services declined from fourteen in 1979 to six in 1985. This result of the "General Information" area of questioning tended to diminish opportunities for proving the hypothesis that joint library/ABE administration would reveal a higher level of active involvement in library services to literacy education students.

Also derived from the first section of the survey questionnaire was a status study of administering agencies of the Adult Basic Education programs of the North Carolina Community College System. Both library and literacy program personnel indicated that the majority of the ABE programs are administer-

ed through the Continuing Education departments at the institutions.

Second: the position of the North Carolina Community College System as a provider of literacy education was profiled, as well as the need for such educational services in the state. Data were derived which reflected respondents' perceptions of the prevalence of functional illiteracy in North Carolina and the comparative role of the NCCCS in the provision of instruction in the basic literacy skills to the functionally illiterate. The data indicated that both library and literacy program directors consider functional illiteracy to be widespread in the state. However, the lack of responses by library program personnel to questions concerning the prevalence of functional illiteracy points toward their being less knowledgeable of the dimensions of the problem than the literacy program directors.

Both groups of respondents identified the North Carolina Community College System as the major provider of literacy education opportunities in the state, according to their perceptions. Both groups reported the consensus that the Adult Basic Education program of the various institutions is adequately emphasized.

Third: the nature of library involvement in the literacy education mission of the North Carolina Community College System was investigated. It had been hypothesized that a range of minimal to active involvement of library services to lit-

eracy education students would emerge, and that library services to students enrolled at institutions that jointly administer the ABE program and library services through the LRC would point to more active involvement of the library in literacy education programs, due to the opportunities provided for a closer working relationship among library and literacy program personnel.

Results of the areas of questioning dealing with library services to Adult Basic Education students indicate that, although the community college system is committed to the provision of literacy education opportunities for the citizens of North Carolina, a high level of involvement in the literacy education activities of the NCCCS is not in evidence in the libraries of the institutions of the system. The comparisons of the perceptions of both literacy and library program directors indicate that only about a third of both groups of respondents feel that the appropriate level of library services to ABE students involves heavy use of the library.

The small group of library and literacy program personnel whose programs are jointly administered through the LRC did not indicate any noticeable divergence from the larger group, the total population of library and literacy program directors surveyed, concerning the perceived appropriate level of library services to literacy education students. The combination of a small group of available respondents and the apparent lack of divergence in opinion did not support the hypo-

thesis that joint administration of library and Adult Basic Education programs through the learning resources center would point to a more active level of library services to literacy education students.

The survey of selected library services, coded by the questioner as "traditional" and "active," revealed that in most institutions, few library services are available to Adult Basic Education students that can be classified as active, therefore indicating that library services at the institutions of the North Carolina Community College System do not include a high level of involvement in literacy education. For the most part, library services are not planned specifically for literacy education students, but traditional library services that require minimum investments of staff time are available. The hypothesis that a range of library services from minimal to active available to literacy education students of the NCCCS would emerge was therefore weakly demonstrated, but the services available tended to be less active and more traditional and passive.

Finally, respondents were surveyed concerning their perceptions of any changes in library services to literacy education students that might be considered desirable. Most respondents indicated that some changes were desirable. The changes that were endorsed most often involved increasing opportunities for communication among library and literacy program personnel at the institutions of the North Carolina Community College System.

The preceding summary of findings of this study represents the major results of the study which was formulated to accomplish the objectives stated at the beginning of this chapter. It is the opinion of the researcher that the objectives of the study were accomplished within the parameters of the data yielded by the survey instrument.

FOOTNOTES, CHAPTER IV.

¹Ernest Wayne Tompkins, "Learning Resources Centers in the North Carolina Community College System: A Status Study, 1979" (Ed.D. dissertation, North Carolina State University at Raleigh, 1980), p. 84.

²Ibid., p. 72.

³Ronald J. Plummer, "The Librarian As Adult Educator in the Learning Resources Center," Community & Junior College Libraries 2 (Fall 1983): 29.

⁴Ester G. Smith, Libraries in Literacy (Washington, D.C.: U.S. Department of Education, 1981), p. vi.

⁵Ibid.

CHAPTER V.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The primary purpose of this study was to investigate the nature of library involvement in the literacy education mission of the North Carolina Community College System. Library services at the fifty-eight institutions of the NCCCS are delivered within the setting of the library/learning resources centers. The LRCs provide library services at all institutions; at some this administrative configuration of the institutions provides other services designed to assist the community/technical college student in the accomplishment of his or her educational objectives. Such services may include programs planned to help students overcome deficiencies in the skills of literacy; one such literacy education program is the Adult Basic Education program.

The Adult Basic Education program exemplifies the commitment of the North Carolina Community College System to the provision of literacy education opportunities for adults who lack the basic reading, writing, and computing skills needed to function in contemporary American society. The ABE program is offered at all institutions of the NCCCS and is currently the focus of a two-year "Adult Literacy Awareness Initiative" campaign that was begun in 1984 and is endorsed by such state officials as the governor. This campaign is planned to bring

to public attention the opportunities for literacy education provided by the North Carolina Community College System, as thousands of persons deficient in the basic skills of literacy have not taken advantage of available literacy education programs.

Besides the primary purpose of this study, the investigation of the nature of library services available to literacy education students of the NCCCS, other purposes of this study included the gathering of current information concerning the setting for library services in the North Carolina community colleges, the library/learning resources centers; the gathering of information concerning the prevalence of functional illiteracy in North Carolina; and the compilation of information concerning the role of the NCCCS as a provider of literacy education.

It was hypothesized that no distinct pattern of the amount of library involvement in literacy education would emerge, and that evidence of a range of minimal to active involvement in literacy education by libraries of the NCCCS would become apparent. It was also hypothesized that the level of library involvement in literacy education would be greater or more active at those institutions of the system that jointly administered the Adult Basic Education program through the learning resources center, as a closer working relationship between library and literacy program personnel would enable the development of more active library involvement in the ac-

complishment of the basic literacy education program offered by the community college system. And it was hypothesized that there would be evidence of a lower level of library involvement in the ABE program at those institutions that did not administer the Adult Basic Education program through the library/learning resources center.

Based upon observations derived from the data obtained through the survey of literacy and library program directors of the NCCCS, several conclusions and implications evolved. They are summarized in this chapter and are followed by suggestions for practical application and research.

Conclusions and Implications

Several conclusions were reached following analysis of the data derived from the survey, and summaries of them follow.

Conclusion One--A minimal level of library services is offered to literacy education students of the North Carolina Community College System.

The literacy education students at most institutions of the NCCCS are provided with a range of zero to three services that were suggested by the survey instrument to be specific to the needs of students of basic skills. Most services reported to be available may be described as "traditional" library services that require minimal amounts of staff time to plan and implement. Little use of the community college libraries was considered appropriate by almost half of responding

literacy program directors. Just over a third of library and literacy program directors considered heavy use of the library by ABE students as appropriate, however.

It had been hypothesized that evidence of a range of library services available to ABE students indicating minimal to active involvement of library services in literacy education programs would emerge. Apparently the hypothesis was weakly supported, but most services reported available to literacy education students point toward minimal involvement of the community college libraries in active participation in literacy education. Rather, the libraries offer support of literacy programs and do not attempt to assist in instructional efforts, in the main. ABE students are not widely perceived as needing library/LRC services as the educational needs of these students are considered met elsewhere.

Several theories concerning this situation may be advanced. One is that library personnel at the institutions of the NCCCS may feel that the basic education students are receiving sufficient and appropriate educational opportunities elsewhere in the institutional setting. Librarians may consider the demands on their time too great to plan special services for ABE students if their educational needs are being met at other locations within the institution or perhaps at outside locations such as the public libraries.

Literacy program directors and librarians in some instances may not consider library expenditures for basic reading

materials necessary or appropriate if funds are available from sources other than the library budget. Off-campus locations for classes may be considered too great a barrier to library services, in some situations. That the library could appropriately assist in the literacy education mission of the community and technical colleges may never have been suggested, in some situations. There are probably librarians and literacy program directors who consider the primary purpose of the library to be one of support for the curriculum programs of the institutions; others may consider the ABE students unable to benefit from the resources of the library until their reading skills have been developed.

The implication of this situation of existence of a low level of library involvement in literacy education is the need for rethinking the role of the library/learning resources center in literacy programs. The chapter will conclude with further discussion of this implication in terms of specific recommendations.

Conclusion Two--The literacy and library program directors of the NCCCS consider increased opportunities for communication important to the development of closer working relationships.

When provided with suggestions for changes in the inter-relationship of library and literacy program facilitators, respondents selected choices that would involve more, rather than less, interaction.

The implication is that options for greater involvement of library services in literacy education are available and that more communication among literacy and library program directors is desired.

Conclusion Three--Functional illiteracy is perceived to be widespread in North Carolina, with literacy program directors exhibiting a heightened consciousness of the pervasiveness of functional illiteracy, as compared to librarians.

Library program personnel declined to answer several questions that dealt with the specifics of illiteracy in North Carolina, indicating perhaps a lack of information on the subject or caution in offering estimates. Also, some librarians may have had little interest in the subject, if they perceived themselves as uninvolved with the ABE program.

As might be expected, literacy program directors perceived functional illiteracy to be pervasive and were less reluctant to answer questions concerned with their field of expertise.

The implication is that services to provide opportunities for literacy education are needed in North Carolina, and that librarians may need to develop more awareness of the need for literacy education in North Carolina.

Conclusion Four--The North Carolina Community College System is perceived to be the primary provider for literacy education in the state by literacy and library program directors of the community college system.

It may be considered obligatory for employees of the NCCCS to cite the system as the primary provider of literacy education in the state; however, the information provided by Taylor (see pages 52-3) indicates that most ABE programs in North Carolina are sponsored by the community college system, thereby lending veracity to the designation of the NCCCS as a leading provider of literacy education in North Carolina by the respondents to the survey questionnaire. Again, it should be noted that librarians more often than ABE directors failed to respond to questions concerning the provision of services to the functionally illiterate.

The implication is that the NCCCS is providing a service to a client group with which librarians are somewhat unfamiliar; some librarians may therefore need to develop a greater awareness of this area of the mission of the community college system which serves clients that may benefit from library services not made available to them in some cases.

Conclusion Five--The learning resources centers of the North Carolina Community College System may be undergoing a transitional phase which will result in these administrative units becoming less comprehensive and therefore able to offer fewer services.

Although the purposes of this study did not determine that a comprehensive survey of services and components of the NCCCS library/learning resources centers be conducted, the data obtained within the confines of the survey instru-

ment indicate that there have been changes in the services offered by the LRCs in the last several years which point to a lessening in scope of these administrative configurations. In 1979 ninety-three percent of the NCCCS LRCs offered two or more services; in 1985 eighty-nine percent offered two or more services. A reduction in the number of LRCs that administer the ABE program from about twenty-five percent in 1979 to about eleven percent in 1985 was reported.

An implication is that library/learning resources centers may become less able to exert a presence on campus if services (and therefore budget and staff) are reduced. The related implication is that other departments of the community and technical colleges may exert more influence on the formulation of institutional policies and also the distribution of available funds.

Another implication is that the primary purpose for developing library/learning resources centers, the gathering in a centralized location of resources that enable the educational process, may be weakened, resulting in poorer services to students and faculty members.

Conclusion Six--The proximity of Adult Basic Education and library services in relationship to administration cannot be utilized as a factor in the analysis of library services to literacy education students of the North Carolina Community College System.

Although it had been hypothesized that the level of library involvement in literacy education would be greater or more active at those institutions of the NCCCS that jointly administer the ABE program and library services through the LRC, it was determined that this hypothesis could not be pursued, as the number of institutions that evidence this administrative arrangement is small.

One result of the data obtained in this area of questioning was the formulation of a status study concerning the administration of the Adult Basic Education programs of the NCCCS. In 1985 about sixty percent of ABE programs were administered through the Continuing Education department.

The implication is that opportunities for the development of close working relationships for literacy and library program personnel probably will not occur within the framework of the administrative unit, in most instances. Also, a plan to focus on the administrative relationship will not prove useful in future status studies of library involvement in literacy education at the North Carolina community colleges, should such studies be formulated.

Conclusion Seven--Although the learning resources centers of the North Carolina Community College System offer a varying number of services to community members, students, and faculty, the availability of such services may not be widely known.

Most literacy program directors were able to identify specific services provided by the LRCs that related to their area

of endeavor, literacy education, but some did not seem aware of other services available through the LRCs at their institutions. For example, sixteen librarians but only four ABE directors named other services provided by the LRC in addition to the ones listed on the survey questionnaire checklist.

The implication is that services of library/learning resources centers need to be publicized, perhaps through staff development opportunities, newsletters, or informal contacts. Through more intense marketing strategies, the value of LRC services may become more widely recognized and utilized.

The overall picture of the NCCCS library/learning resources centers is not encouraging. The LRC is losing functions to other administrative units; the concept of availability of unified materials and support services for all students and faculty is breaking down; the LRC is often perceived as a passive, rather traditional service unit. All these findings indicate that the role of the LRC in overall institutional planning and delivery of services is declining. Library/LRC program directors are well advised to engage in more "pro-active" programs and services with other administrative units on campus, should they wish to avoid the dissolution of the learning resources center. The desire for communication has been demonstrated; the LRC should comply.

Recommendations

Emanating from the conclusions and implications derived from this study are several recommendations. They will be pre-

sented in two categories, practical applications and suggestions for further research.

Practical Applications

"If you cannot read and you cannot write and you cannot handle numbers, you are not going to hold a job in this day and time."¹ These are the words of one of the top educators in North Carolina, chosen for his position in state government in part because of his success as a businessman. He is a man who knows the practical as well as the intrinsic rewards of an education, C.D. Spangler, Jr., president of the public university system in North Carolina. Spangler referred to the importance of possession of the basic skills of literacy, such as those taught in the Adult Basic Education classes offered by the the institutions of the North Carolina Community College System.

In North Carolina and the nation the public two-year colleges have offered a principal arena for adult literacy education as one facet of the "open-door" policy of admission of adult students to appropriate programs of study. The acceptance of this area of mission by the community colleges has been endorsed by LeCroy as follows:

. . .reaching 'marginal' students is our best hope if we are to prevent the nation from entering the next century with a third or more of the adult population unable to contribute in meaningful ways.²

The community colleges have combined the mission of providing information with the goal of increasing students' self-

confidence and self-sufficiency, as explained by Mink and Roueche:

The teaching challenges facing community colleges are more formidable than those faced by most universities, however, for they must contend with a greater diversity of students, many of whom have histories of failure. The key to success may well be in finding ways to help₃ students develop an internal locus of control.

One of the programs which has operated with guidelines for teaching students the skills of self-confidence and self-sufficiency is the Adult Basic Education program.

In North Carolina the community college system is the principal sponsor of ABE programs. According to a Long Marketing poll publicized in May, 1985, the provision of adult literacy training by the NCCCS is considered one of the two most important functions of the community college system, along with technical and vocational training.⁴ The pollsters indicated that the general public has embraced the belief that a literate work force benefits the total economy of the state:

We believe the fact that adult education placed second reinforces the notion that people recognize that an educated and well trained populace is essential to continued long-term prosperity for the state.⁵

This study has focused on the role of the library/learning resources centers of the North Carolina Community College System in the provision of basic literacy education. That these libraries have a role to play in the literacy education mission of the public junior colleges is made apparent in this statement:

A particular subset of the libraries of higher educational institutions, the community college libraries or resource centers, have a particularly pertinent role to play in literacy education efforts geared toward adults in their community as well as toward particular groups of students. Due to the easy accessibility of community college libraries and the college mandate to serve the adult population within their educational service unit, on one hand, and the personnel and physical resources and facilities that community college libraries have, on the other hand, community college libraries can reasonably be expected to become involved in literacy education within their jurisdiction. Furthermore, given changes in the characteristics of community college students due to the policy of open access, the community college library may provide literacy education to particular groups of its own student population.⁶

However, the results of this study indicate that librarians of the community colleges of North Carolina have not always considered the provision of library services to literacy education students to be a work area of high priority. They have not been alone in their low-key approach to the provision of library services to literacy education students. Commenting on this situation, Drennan stated:

But librarians may not have played a sufficient educational role. They may have to play a dual educational role: to educate themselves and to educate others. But they have the means to do that.

Probably it can be safely stated that librarians of the North Carolina Community College System can benefit from taking the time and effort to examine the possibilities for utilizing their libraries to assist in the literacy education efforts of the community colleges. Certainly such utilization will open

additional avenues for furthering one aspect of the mission of the institutions, and in the process the library/LRCs will become more visible. The attitudes necessary for increased opportunities for communication concerning utilization of the libraries in support of the literacy education programs are clearly evident from this study. Exploratory sessions concerning the possibility for increasing library services to ABE students could be conducted in workshop or staff development situations, in informal conferences among program facilitators, or even by means of telephone conversations.

Perhaps limitations of time and staff make the addition of library services described as "active" impractical at some institutions. However, in taking the time to become more knowledgeable about this facet of the educational program of their institutions, librarians will have gained information that may enable them at some point to enrich the literacy education program through informal encounters with students and staff who are directly involved in literacy education. Literacy education administrators, too, will have begun to develop the frame of mind which will encourage facilitators and students, as well as themselves, to explore opportunities for utilizing the resources of the library/learning resources centers.

Librarians interested in increasing services to literacy education students may gain advice from the publications of the American Library Association, particularly the works of Helen Lyman which have been referred to in this study and which are

listed in the bibliography. A recent handbook by Marguerite Crowley, The Library Literacy Connection; Using Library Resources with Adult Basic Education Students, provides lists of recently published materials suitable for adult reading, along with the readability levels of the books. The handbook also offers such practical suggestions for management of ABE support materials as a classification scheme for adult new reader materials. A process model for library-ABE cooperation is also included.⁸

The primary practical application that can be derived from this study is the development of the flexible, receptive attitude that will enable librarians to consider the importance of the literacy education mission of the North Carolina Community College System and the ways they can utilize the resources of the library/learning resources centers to assist in the accomplishment of this mission.

Further Research

The findings of this study have produced several suggestions for research, which are discussed as follows.

One suggestion would be the development of a model for library support of literacy education programs of the North Carolina Community College System. This may involve a pilot study at several of the institutions whose respondents to this survey indicated an attitude of receptiveness to increased communication among library and literacy program personnel.

Another suggestion would be further exploration of the status of the learning resources centers of the North Carolina Community College System as an administrative configuration. The relationship of library services and the other services offered by the library/learning resources centers of the NCCCS is changing. It is important to know the current status and trends in LRC administration before the development of a model for library services to literacy education students is attempted.

A final suggestion would be the development of a practical handbook which includes workable "how to" suggestions for library involvement in literacy education in the North Carolina Community College System. Such a handbook should be researched and field-tested before distribution. The handbook should contain suggestions for conducting staff development workshops for both librarians and literacy program personnel, as well as suggestions for methods of obtaining supplementary funds for the implementation of the additional library services. Also included should be suggestions for publicizing the services available to students and literacy program facilitators.

FOOTNOTES, CHAPTER V.

¹"Quotes from D.D. Spangler, Jr.," The Charlotte (North Carolina) Observer, 1 February 1986, p. 4A.

²R. Jan LeCroy, "Community Colleges: A Top Priority," Higher Education & National Affairs 34 (August 12, 1985): 7.

³Oscar G. Mink and John E. Roueche, "Overcoming Learned Helplessness in Community College Students," Journal of Developmental & Remedial Education 5 (Spring 1982): 5.

⁴"Poll Shows North Carolinians Support Traditional Roles of State Community College System," News Release, North Carolina Department of Community Colleges, 9 May 1985, p. 1.

⁵Ibid., p. 2.

⁶Ester G. Smith, Libraries in Literacy (Washington, D.C.: U.S. Department of Education, 1981), p. 384.

⁷Henry Drennan, "Libraries and Literacy Education," Catholic Library World 52 (April 1981): 384.

⁸Marguerite C. Weibel, The Library Literacy Connection: Using Library Resources with Adult Basic Education Students (Bethesda, Md.: ERIC Document Reproduction Service, ED 247 464, 1984).

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APPENDIX A.
THE SURVEY INSTRUMENT



STANLY TECHNICAL COLLEGE

ROUTE 4, BOX 55, COLLEGE DRIVE, ALBEMARLE, NC 28001

DR. CHARLES H. BYRD
PRESIDENT

7C4-982-0121

April 1, 1985

Dear Colleague:

In recent months I have become interested in learning about the interaction of facilitators of literacy and library programs in the community colleges of North Carolina. As a matter of fact, I am now involved in a formal study of the subject in conjunction with my course of study at UNC-Greensboro, where I am a doctoral student.

However, the study cannot be successful without your assistance. I would appreciate your completing the enclosed survey and returning it to me by courier in order that I might obtain data for my study. I would like a return of the questionnaire by May 1, 1985, if possible.

It is important that I receive two responses from each school, one from the literacy program director and one from the library program director. Please do not collaborate; answer independently.

And please identify yourself and your school. I can assure you that your replies will be used for research purposes only and will not be discussed publicly.

Thank you so much for your assistance.

Sincerely,

Elinor Vaughan

Elinor Vaughan

sjb

SURVEY OF LIBRARY INVOLVEMENT IN LITERACY PROGRAMS

North Carolina Community College System

INSTRUCTIONS: Most of the following questions can be answered with a check mark in the appropriate space. Please answer any applicable questions, and feel free to qualify any response with your comments. For the purposes of this survey, the following definition of illiteracy is to be utilized:

Functional illiteracy is the quality or state of being unable to read or write sufficiently well to function successfully in society. At the North Carolina community college, the student who has less than an eighth-grade education is placed in adult basic education (ABE) classes; it is this population of students that will be referred to as the functionally illiterate students who are enrolled in literacy education classes.

Other definitions of terms utilized in this survey are as follows:

Literacy program director-the person who is most directly responsible for administering the literacy education program of the community college; this person may report to a superior who has final approval of major decisions involving the literacy program.

Literacy program facilitators-teachers of the adult basic education classes; they report to the literacy program director.

Library program director-the person who oversees the daily functioning of the library program; this person may report to a superior who has final approval of major decisions involving the library.

Section I. General Information

Name of Institution: _____

Name and Title of Respondent: _____

Please check all functions administered through the learning resources center (LRC) at your institution:

- ☐ library services
- ☐ audiovisual services
- ☐ instructional design consultation services
- ☐ developmental studies instruction
- ☐ the adult high school program
- ☐ GED prep classes
- ☐ the GED testing program
- ☐ the HRD program
- ☐ the visiting artist program
- ☐ peer tutoring services

In the space below, please list any programs administered through the LRC which were not included in the preceding checklist:

If the LRC does not administer the literacy education programs provided by your school, please indicate the agency that does fulfill that function at your school:

Section II. The School and the Community

1. What is your perception of the amount of illiteracy, according to the definition provided at the beginning of this survey, that exists in the service area of your school?
 - ☐ It is widespread.
 - ☐ It is a problem, but not nearly as great as in some areas.
 - ☐ It affects a significant minority of the population.
 - ☐ It affects only a small portion of the population.
2. If possible, please estimate the percentage of the population in your service area that you think could be classified as functionally illiterate: _____.
3. What is the comparative role of the college in the provision of literacy education programs in your service area?
 - ☐ The college provides the only viable literacy education programs for adults in the area.
 - ☐ The college works on a cooperative basis with other community agencies to provide the adult literacy education programs offered in the area.
 - ☐ The community college provides literacy education programs, other community agencies provide literacy education programs, but there is no attempt made to coordinate the services.
4. If you checked the second or third blank in the preceding question, please identify any agencies other than the community college which currently provide adult literacy education programs:

<input type="checkbox"/> public schools	<input type="checkbox"/> public library
<input type="checkbox"/> YMCA or YWCA	<input type="checkbox"/> churches
<input type="checkbox"/> Laubach volunteers	<input type="checkbox"/> other as follows: _____
5. Please assess the effectiveness of the community literacy education programs in alleviating illiteracy among adults in the service area of your school; check any that apply:
 - ☐ The literacy education programs sponsored by the community college in cooperation with other community agencies have reached significant numbers of the illiterate adults in our area and have enabled large numbers of area residents to gain functional literacy.
 - ☐ The literacy education programs sponsored by the community college have been the most effective agency for the education of illiterate adults in the area.
 - ☐ The literacy education programs sponsored by agencies other than the community college probably have been more effective in reaching adults in need of literacy education in the area.
 - ☐ Although the community college has enrolled a significant number of citizens in the literacy education classes, it is hard to assess the success of the classes as retention of enrollees is irregular.
 - ☐ Illiteracy is so pervasive in the area that very little progress has been made to alleviate the problem as large numbers of candidates for literacy education have not enrolled in classes.

6. Do you think the literacy education programs sponsored by the community college (the ABE classes) receive adequate emphasis at your particular school? yes no
7. If you responded negatively to the preceding question, please explain why by checking any of the following that apply:
- Recruitment of enrollees is not emphasized.
- Funding for materials and staffing is inadequate.
- Facilities for classes are inadequate.
- Other factors are the cause: (please explain) _____
8. If you responded positively to question six (6), please mention some factors which affected your answer, if possible: _____

Section III. Program Facilitation

1. Please identify your perception, generally stated, of the appropriate role of library services in the facilitation of the literacy education program of the community college:
 - ☐ The library should be committed to enabling the literacy education program; therefore library personnel and literacy program facilitators should expect to consult regularly for heavy use of the library and its resources, including staff, by ABE students during the course of their studies.
 - ☐ It is expected that the library will be supportive of the literacy education programs of the school, but no active planning for library use by ABE students is expected to take place among literacy and library program planners.
 - ☐ The library should be available for use as a study area and for checking out materials by adult basic education program students, but little use of the library by these students is anticipated.
 - ☐ Other; please state: _____
 - _____
 - _____

2. In view of the answer you gave to the question immediately preceding this one, what is your perception of the actuality at your school?
 - ☐ Probably our library should be making a greater effort to promote the literacy education programs of our school.
 - ☐ The library is pretty much in line with what I perceive the degree of library involvement in the college literacy education program should be.
 - ☐ Other; please explain: _____
 - _____
 - _____

3. Please indicate all areas of library involvement in the literacy education program that are currently in effect at your school:
 - ☐ The library provides a program to orient ABE students to the library.
 - ☐ The library staff conducts bibliographic instruction classes which are planned so as to assist ABE students in becoming more knowledgeable users of library resources.
 - ☐ The library houses and circulates texts, sometimes called programmed materials, that are used in the ABE classes.
 - ☐ The library has available supplementary materials, particularly high-interest/low-vocabulary fiction, that are circulated to ABE students.
 - ☐ The library has certain shelves set aside for the display of high-interest/low-vocabulary materials.
 - ☐ The library staff works with ABE tutors and program facilitators to purchase materials they need for working with students, such as Dolch word cards.
 - ☐ There is a section of the library which has been set aside for tutoring sessions of ABE students and their teachers.
 - ☐ The library staff has designated someone to coordinate volunteer tutoring programs.

- ☐ The library staff works with other community agencies to promote literacy education efforts sponsored by the school.
- ☐ The library sponsors from time to time special displays which promote the value of literacy education programs.
- ☐ A staff member from the library has been designated to meet regularly with the literacy program facilitators to plan for library involvement in the literacy education program.
- ☐ Other(s); please explain: _____
- _____
- _____
- _____

4. Please indicate any changes in the interrelationship of the library staff and the literacy program facilitators listed below that you would like to see take place at your community college:

- ☐ The library staff should designate someone to work more closely with the literacy program director in order to bring about more active involvement of ABE students in use of the library.
- ☐ A designated time should be set aside for consultation of the library director with the literacy program director concerning use of the library by ABE students and literacy program facilitators.
- ☐ The library should be relieved of all responsibility for housing and circulating texts, or programmed materials, that are used in the ABE classes.
- ☐ The library budget for staff and materials should be adjusted to allow for more emphasis on supporting the curriculum programs of the school, rather than the literacy education programs.
- ☐ The literacy education facilitators need to make a greater effort to inform the library staff of materials needed by their students so that appropriate purchases of library materials could be effected.
- ☐ The library budget should be adjusted so that more provision can be made to meet the needs of ABE students, particularly in terms of appropriate materials and assistance by the staff.
- ☐ Other(s); please explain: _____
- _____
- _____
- _____

Additional comments?

Thank you for your assistance.

APPENDIX B.

THE INSTITUTIONS OF THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM

THE INSTITUTIONS OF THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM

1. Anson Technical College, Ansonville
2. Asheville-Buncombe Technical College, Asheville
3. Beaufort County Community College, Washington
4. Bladen Technical College, Dublin
5. Blue Ridge Technical College, Flat Rock
6. Brunswick Technical College, Supply
7. Caldwell Community College and Technical Institute, Lenoir
8. Cape Fear Technical Institute, Wilmington
9. Carteret Technical College, Morehead City
10. Catawba Valley Technical College, Hickory
11. Central Carolina Technical College, Sanford
12. Central Piedmont Community College, Charlotte
13. Cleveland Technical College, Shelby
14. Coastal Carolina Community College, Jacksonville
15. College of the Albemarle, Elizabeth City
16. Craven Community College, New Bern
17. Davidson County Community College, Lexington
18. Durham Technical Institute, Durham
19. Edgecombe Technical College, Tarboro
20. Fayetteville Technical Institute, Fayetteville
21. Forsyth Technical College, Winston-Salem

22. Gaston College, Dallas
23. Guilford Technical Community College, Jamestown
24. Halifax Community College, Weldon
25. Haywood Technical College, Clyde
26. Isothermal Community College, Spindale
27. James Sprunt Technical College, Kenansville
28. Johnston Technical College, Smithfield
29. Lenoir Community College, Kinston
30. Martin Community College, Williamston
31. Mayland Technical College, Spruce Pine
32. McDowell Technical College, Marion
33. Mitchell Community College, Statesville
34. Montgomery Technical College, Troy
35. Nash Technical College, Rocky Mount
36. Pamlico Technical College, Grantsboro
37. Piedmont Technical College, Roxboro
38. Pitt Community College, Greenville
39. Randolph Technical College, Asheboro
40. Richmond Technical College, Hamlet
41. Roanoke-Chowan Technical College, Ahoskie
42. Robeson Technical College, Lumberton
43. Rockingham Community College, Wentworth
44. Rowan Technical College, Salisbury
45. Sampson Technical College, Clinton
46. Sandhills Community College, Carthage
47. Southeastern Community College, Whiteville
48. Southwestern Community College, Sylva

49. Stanly Technical College, Albemarle
50. Surry Community College, Dobson
51. Technical College of Alamance, Haw River
52. Tri-County Community College, Murphy
53. Vance-Granville Community College, Henderson
54. Wake Technical College, Raleigh
55. Wayne Community College, Goldsboro
56. Western Piedmont Community College, Morganton
57. Wilkes Community College, Wilkesboro
58. Wilson County Technical Institute, Wilson

APPENDIX C.

RAW DATA

TABLE 1-A

DISTRIBUTION OF FUNCTIONS OF LEARNING RESOURCES CENTERS OF THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM AS REPORTED BY LIBRARY PROGRAM DIRECTORS IN 1985

Institution (N=57)	Functions											
	Library	Audiovisual	Instructional	Developmental	Adult H.S. ^a	GED classes ^b	GED testing ^c	Adult B.E. ^d	HRD program ^e	Visiting A. ^f	Peer tutors	Others
Anson.....	X	X					X					
Asheville-Buncombe	X	X										
Beaufort.....	X	X	X			X		X		X		
Bladen.....	X	X				X						
Blue Ridge.....	X	X										
Brunswick.....	X	X				X	X					
Caldwell.....	X	X	X									X (two)
Cape Fear.....	X											
Carteret.....	X	X		X		X	X					

TABLE 1-A--Continued

Institution	Functions											
	Library	Audiovisual	Instructional	Developmental	Adult H.S.	GED classes	GED testing	Adult B.E.	HRD program	Visiting A.	Peer tutors	Others
Catawba Valley.....	X	X										X (one)
Central Carolina...	X	X	X	X	X	X	X			X	X	X (one)
Central Piedmont...	X	X	X									
Cleveland.....	X	X			X		X					
Coastal Carolina...	X	X	X									X (one)
College of the Albemarle.....	X	X										
Craven.....	X											
Davidson.....	X	X	X	X	X	X	X	X			X	X (one)
Durham.....	X	X	X	X								X (one)
Edgecombe.....	X	X	X	X	X	X	X	X				
Fayetteville.....	X	X	X	X		X						

TABLE 1-A--Continued

Institution	Functions											
	Library	Audiovisual	Instructional	Developmental	Adult H.S.	GED classes	GED testing	Adult B.E.	HRD program	Visiting A.	Peer tutors	Others
Martin.....	X	X					X					X (two)
Mayland.....	X	X										
Mitchell.....	X	X	X									
Montgomery.....	X	X		X	X	X	X			X		
Nash.....	X	X			X	X	X	X				
Pamlico.....	X	X	X		X	X	X			X		
Piedmont.....	X	X	X	X								
Pitt.....	X	X	X									
Randolph.....	X	X	X		X	X	X			X	X	X (two)
Richmond.....	X	X				X	X			X	X	
Roanoke-Chowan...	X	X				X		X				X (one)

TABLE 1-A--Continued

Institution	Functions									
	Library	Audiovisual	Instructional	Developmental	Adult H.S.	GED classes	GED testing	Adult B.E.	HRD program	Visiting A. Peer tutors
Robeson.....	X	X								
Rockingham.....	X	X								
Rowan.....	X	X	X							X (two)
Sampson.....	X	X	X							
Sandhills.....	X									
Southeastern.....	X									
Southwestern.....	X	X								X (one)
Surry.....	X	X	X							
Technical College of Alamance....	X	X								X (one)
Tri-County.....	X	X								

TABLE 1-A---Continued

Institution	Functions									
	Library	Audiovisual	Instructional	Developmental	Adult H.S.	GED classes	GED testing	Adult B.E.	HRD program	Visiting A.
Vance-Granville...	X	X			X	X				
Wake.....	X	X	X	X						X (one)
Wayne.....	X	X	X	X		X				
Western Piedmont..	X	X								
Wilkes.....	X	X	X		X	X				
Wilson.....	X	X	X	X						X (two)

^a"Adult H.S." refers to "Adult High School."

^{b,c}"GED" refers to "General Educational Development."

^d"Adult B.E." refers to "Adult Basic Education."

^e"HRD" refers to "Human Resources Development."

^f"Visiting A." refers to "Visiting Artist."

TABLE 2-A

DISTRIBUTION OF FUNCTIONS OF LEARNING RESOURCES CENTERS OF THE NORTH CAROLINA
COMMUNITY COLLEGE SYSTEM AS REPORTED BY LITERACY PROGRAM DIRECTORS IN 1985

Institution (N=57)	Functions											
	Library	Audiovisual	Instructional	Developmental	Adult H.S. ^a	GED classes ^b	GED testing ^c	Adult B.E. ^d	HRD program ^e	Visiting A. ^f	Peer tutors	Others
Anson.....	X	X		X		X	X					
Asheville-Buncombe.	X	X	X	X		X	X				X	
Beaufort.....	X	X	X			X		X		X		
Bladen.....	X	X	X		X	X					X	
Blue Ridge.....				X			X				X	
Brunswick.....												
Caldwell.....	X	X										
Cape Fear.....	X											
Carteret.....	X	X		X		X	X					

TABLE 2-A--Continued

Institution	Functions											
	Library	Audiovisual	Instructional	Developmental	Adult H.S.	GED classes	GED testing	Adult B.E.	HRD program	Visiting A.	Peer tutors	Others
Catawba Valley....	X	X		X		X	X					
Central Carolina..	X	X	X	X	X	X	X			X	X	
Central Piedmont..												
Cleveland.....	X	X										
Coastal Carolina..	X	X										
College of the Albemarle.....	X	X										
Craven.....	X	X					X				X	
Davidson.....	X	X		X	X	X	X	X			X	X (two)
Durham.....												
Edgecombe.....	X	X	X	X	X	X	X	X		X		
Fayetteville.....	X	X				X	X					

TABLE 2-A--Continued

[illegible]

TABLE 2-A--Continued

Institution	Functions									
	Library	Audiovisual	Instructional	Developmental	Adult H.S.	GED classes	GED testing	Adult B.E.	HRD program	Visiting A.
Rockingham.....	X	X								
Rowan.....	X	X	X	X						
Sampson.....	X	X								
Sandhills										
Southeastern.....	X									
Southwestern.....	X	X								
Surry.....	X	X	X							
Technical College of Alamance.....	X	X		X	X	X	X		X	X
Tri-County.....	X	X								
Vance-Granville....	X	X			X	X				
Wake.....	X	X		X						

TABLE 2-A--Continued

Institution	Functions									
	Library	Audiovisual	Instructional	Developmental	Adult H.S.	GED classes	GED testing	Adult B.E.	HRD program	Visiting A.
Wayne.....	X	X	X	X		X				
Western Piedmont...	X	X								
Wilkes.....	X	X			X	X				
Wilson.....	X	X								

^a"Adult H.S." refers to "Adult High School."

^{b,c}"GED" refers to "General Educational Development."

^d"Adult B.E." refers to "Adult Basic Education."

^e"HRD" refers to "Human Resources Development."

^f"Visiting A." refers to "Visiting Artist."

TABLE 3-A

IDENTIFICATION OF ADMINISTERING AGENCIES OF ADULT BASIC EDUCATION PROGRAMS
IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM
AS REPORTED BY LITERACY AND LIBRARY PROGRAM DIRECTORS IN 1985

Institution (N=57)	Identified by Literacy Program Directors (N=57)	Identified by Library Program Directors (N=57)
Anson.....	Community Services	Not Given
Asheville-Buncombe.....	Continuing Education	Continuing Education
Beaufort.....	Learning Resources Center (LRC)	Learning Resources Center (LRC)
Bladen.....	Continuing Education	Continuing Education
Blue Ridge.....	Special Programs	General Studies
Brunswick.....	Not Given	Not Given

TABLE 3-A--Continued

Institution	Identified by Literacy Program Directors	Identified by Library Program Directors
Caldwell.....	Continuing Education	ABE Coordinator ^a
Cape Fear.....	Continuing Education	Continuing Education
Carteret.....	Community Services	Community Services
Catawba Valley.....	ABE Coordinator ^a	Continuing Education
Central Carolina.....	Continuing Education	Continuing Education
Central Piedmont.....	Basic Studies	Basic Studies
Cleveland.....	Community Studies	Not Given
Coastal Carolina.....	Continuing Education	General Studies
College of the Albemarle...	Continuing Education	Adult Education
Craven.....	Continuing Education	Continuing Education
Davidson.....	LRC	LRC
Durham.....	Adult & Continuing Education	Continuing Education

TABLE 3-A--Continued

Institution	Identified by Literacy Program Directors	Identified by Library Program Directors
Edgecombe.....	LRC	LRC
Fayetteville.....	General Adult Education	General Adult Education
Forsyth.....	Adult Basic Education (ABE)	Adult Continuing Education
Gaston.....	Enrichment Programs	Developmental Studies
Guilford.....	Continuing Education	Continuing Education
Halifax.....	LRC	LRC
Haywood.....	Continuing Education	Continuing Education
Isothermal.....	Continuing Education	Continuing Education
James Sprunt.....	Continuing Education	Continuing Education
Johnston.....	Continuing Education	Continuing Education
Lenoir.....	Continuing Education	Continuing Education
McDowell.....	ABE Program ^a	Continuing Education

TABLE 3-A--Continued

Institution	Identified by Literacy Program Directors	Identified by Library Program Directors
Martin.....	Continuing Education	Continuing Education
Mayland.....	Continuing Education	Continuing Education
Mitchell.....	Continuing Education	Not Given
Montgomery.....	Continuing Education	Continuing Education
Nash.....	LRC	LRC
Pamlico.....	Continuing Education	Adult Basic Education
Piedmont.....	Continuing Education	Continuing Education
Pitt.....	Continuing Education	Continuing Education
Randolph.....	Continuing Education	Continuing Education
Richmond.....	Continuing Education	Continuing Education
Roanoke-Chowan.....	LRC	LRC
Robeson.....	Basic Education	ABE, Program ^a

TABLE 3-A--Continued

Institution	Identified by Literacy Program Directors	Identified by Library Program Directors
Rockingham.....	ABE Coordinator ^a	ABE Coordinator ^a
Rowan.....	Continuing Education	Continuing Education
Sampson.....	ABE/Adult High School Program ^a	Continuing Education
Sandhills.....	Continuing Education	Continuing Education
Southeastern.....	ABE Program ^a	ABE
Southwestern.....	Continuing Education	Continuing Education
Surry.....	Continuing Education	Continuing Education
Technical College of Alamance.....	Adult Basic Education	Continuing Education
Tri-County.....	Continuing Education	Not Given
Vance-Granville.....	Continuing Education	Continuing Education
Wake.....	Continuing Education	Continuing Education

TABLE 3-A--Continued

Institution	Identified by Literacy Program Directors	Identified by Library Program Directors
Wayne.....	Continuing Education	Continuing Education
Western Piedmont.....	Continuing Education	Continuing Education
Wilkes.....	Continuing Education	Not Given
Wilson.....	Continuing Education	Continuing Education

^aIncluded in the Adult Basic Education category of Table 2.

TABLE 4-A

PERCEIVED LEVELS OF FUNCTIONAL ILLITERACY ACCORDING TO LITERACY AND LIBRARY
PROGRAM DIRECTORS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM IN 1985

Institution (N=57)	Responses ^a			
	FI ^b is widespread.	FI is a problem.	FI affects a minority.	No response
Anson.....	Lit., ^c Lib. ^d			
Asheville-Buncombe..	Lit.	Lib.		
Beaufort.....	Lit., Lib.			
Bladen.....	Lit.		Lib.	
Blue Ridge.....		Lib.	Lit.	
Brunswick.....	Lit.	Lib.		

TABLE 4-A--Continued

Institution	Responses			
	FI is widespread	FI is a problem.	FI affects a minority.	No response
Caldwell.....	Lit.			Lib.
Cape Fear.....		Lit., Lib.		
Carteret.....	Lit., Lib.			
Catawba Valley.....	Lit.	Lib.		
Central Carolina.....	Lit., Lib.			
Central Piedmont.....	Lit.			Lib.
Cleveland.....	Lit.	Lib.		
Coastal Carolina.....		Lit., Lib.		
College of the Albemarle.....			Lit., Lib.	
Craven.....			Lit.	Lib.
Davidson.....	Lit., Lib.			

TABLE 4-A--Continued

Institution	Responses			
	FI is widespread.	FI is a problem.	FI affects a minority.	No response
Durham.....	Lit.	Lib.		
Edgecombe.....	Lit.	Lib.		
Fayetteville.....	Lit.	Lib.		
Forsyth.....	Lit.	Lib.		
Gaston.....	Lit.			Lib.
Guilford.....	Lit.		Lib.	
Halifax.....	Lit., Lib.			
Haywood.....	Lit.	Lib.		
Isothermal.....	Lit., Lib.			
James Sprunt.....	Lit., Lib.			

TABLE 4-A--Continued

Institution	Responses			
	FI is widespread.	FI is a problem.	FI affects minority.	No response
Johnston.....	Lit., Lib.			
Lenoir.....	Lit., Lib.			
McDowell.....	Lit.	Lib.		
Martin.....	Lit., Lib.			
Mayland.....	Lit., Lib.			
Mitchell.....	Lit.	Lib.		
Montgomery.....	Lib.	Lit.		
Nash.....	Lit., Lib.			
Pamlico.....	Lit.		Lib.	
Piedmont.....	Lit., Lib.			
Pitt.....	Lit.	Lib.		

TABLE 4-A--Continued

Institution	Responses			
	FI is widespread.	FI is a problem.	FI affects minority.	No response
Randolph.....	Lit.	Lib.		
Richmond.....	Lit., Lib.			
Roanoke-Chowan.....	Lit.	Lib.		
Robeson.....	Lit., Lib.			
Rockingham.....	Lit.	Lib..		
Rowan.....	Lit., Lib.			
Sampson.....		Lit., Lib.		
Sandhills.....	Lit.			Lib.
Southeastern.....	Lit., Lib.			
Southwestern.....	Lit., Lib.			
Surry.....	Lit.	Lib.		

TABLE 4-A--Continued

Institution	Responses			
	FI is widespread.	FI is a problem.	FI affects minority.	No response
Technical College of Alamance.....	Lit.	Lib.		
Tri-County.....	Lib.	Lit.		
Vance-Granville.....	Lit., Lib.			
Wake.....	Lib.		Lit.	
Wayne.....	Lit.		Lib.	
Western Piedmont.....	Lit., Lib.			
Wilkes.....	Lit., Lib.			
Wilson.....	Lit., Lib.			

TABLE 4-A--Continued

^aThe response "Functional illiteracy affects only a small portion of the area population" was omitted as there were no responses to this category.

^b"FI" refers to "functional illiteracy."

^c"Lit." is utilized herein to designate a response by a literacy program director.

^d"Lib." is utilized herein to designate a response by a library program director.

TABLE 5-A

PERCEIVED ESTIMATES OF PERCENTAGES OF FUNCTIONALLY ILLITERATE
PERSONS IN THE SERVICE AREAS OF LITERACY AND LIBRARY
PROGRAM DIRECTORS OF THE NORTH CAROLINA COMMUNITY COLLEGE
SYSTEM IN 1985

Institution (N=57)	Estimated Percentages	
	Specified by Literacy Program Directors (N=57)	Specified by Library Program Directors (N=57)
Anson.....	33 1/3	56
Asheville-Buncombe....	19-22	NG ^a
Beaufort.....	51	16.8
Bladen.....	10	NG
Blue Ridge.....	15	NG
Brunswick.....	48	NG
Caldwell.....	50	NG
Cape Fear.....	>16-26	NG
Carteret.....	42	35
Catawba Valley.....	40	NG
Central Carolina.....	40	30
Central Piedmont.....	22	NG
Cleveland.....	25	40
Coastal Carolina.....	35	15

TABLE 5-A--Continued

Institution	Estimated Percentages	
	Specified by Literacy Program Directors	Specified by Library Program Directors
College of the Albemarle	27.2	15
Craven.....	20	NG
Davidson.....	45	20
Durham.....	30	NG
Edgecombe.....	16	16
Fayetteville.....	25	NG
Forsyth.....	NG	NG
Gaston.....	NG	NG
Guilford.....	11	NG
Halifax.....	22	NG
Haywood.....	NG	NG
Isothermal.....	55.1	50
James Sprunt.....	35	28-32
Johnston.....	33	NG
Lenoir.....	30	NG
McDowell.....	19	20
Martin.....	25	NG
Mayland.....	35	40
Mitchell.....	25	NG
Montgomery.....	20	20
Nash.....	17	20
Pamlico.....	10	30
Piedmont.....	20	45
Pitt.....	25	NG

TABLE 5-A --Continued

Institution	Estimated Percentages	
	Specified by Literacy Program Directors	Specified by Library Program Directors
Randolph.....	21	25
Richmond.....	>53.2	20
Roanoke-Chowan.....	25	10
Robeson.....	20	20-30
Rockingham.....	>55.4	35
Rowan.....	NG	30
Sampson.....	15	NG
Sandhills.....	20	NG
Southeastern.....	10	NG
Southwestern.....	43.1	40
Surry.....	25	NG
Technical College of Albemarle.....	25	10
Tri-County.....	20	15
Vance-Granville.....	>33	30
Wake.....	20	77
Wayne.....	30	NG
Western Piedmont.....	>31	15-16

TABLE 5-A--Continued

Institution	Estimated Percentages	
	Specified by Literacy Program Directors	Specified by Library Program Directors
Wilkes.....	27-29	25
Wilson.....	NG	25

^a"NG" is the abbreviation for "not given," which denotes the lack of a response by the respondent to this question.

TABLE 6-A

RESPONSES BY LITERACY PROGRAM DIRECTORS OF THE NORTH CAROLINA COMMUNITY
COLLEGE SYSTEM CONCERNING THE IDENTIFICATION OF PROVIDERS OF ADULT LITERACY
EDUCATION IN NORTH CAROLINA IN 1985

Institution (N=57)	Providers							
	Community College As Primary Provider	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Other Community Agencies Cited				
				Public Schools	YMCA/YWCA	Laubach Tutors	Public Library	Churches Other
Anson.....	X							
Asheville-Buncombe.....			X			X		
Beaufort.....	X							
Bladen.....		X				X	X	X X (two)
Blue Ridge.....		X				X		

TABLE 6-A--Continued

Institution	Providers									
	Community College As				Other Community Agencies Cited					
	Primary Provider	Community College in Cooperation with Other Agencies	Community Colleges, Independent Agencies	Public Schools	YMCA/YWCA	Laubach Tutors	Public Library	Churches	Other	
Brunswick.....	X					X		X		
Caldwell.....	X			X				X	X	(one)
Cape Fear.....	X					X				
Carteret.....	X					X	X			
Catawba Valley.....	X							X	X	(two)
Central Carolina.....	X							X		
Central Piedmont.....	X			X		X	X		X	(one)
Cleveland.....	X					X				
Coastal Carolina.....	X					X			X	

TABLE 6-A--Continued

Institution	Providers					
	Community College As Primary Provider	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Other Community Agencies Cited		
				Public Schools	YMCA/YWCA	Laubach Tutors Public Library Churches Other
College of the Albemarle		X				X X
Craven.....		X		X		X
Davidson.....		X		X		X (two)
Durham.....	X					
Edgecombe.....		X				X
Fayetteville.....		X				X X
Forsyth.....		X	X	X	X	X
Gaston.....	X					
Guilford.....	X					
Halifax.....	X					

TABLE 6-A--Continued

Institution	Providers						
	Community College As Primary Provider	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Public Schools	YMCA/YWCA	Laubach Tutors	Other Community Agencies Cited
Sampson.....	X						Other
Sandhills.....		X				X	Churches
Southeastern.....		X				X	Public Library
Southwestern.....		X				X	Laubach Tutors
Surry.....		X					YMCA/YWCA
Technical College of Alamance.....		X				X	Public Schools
Tri-County.....	X						Laubach Tutors
Vance-Granville.....	X						YMCA/YWCA
Wake.....		X					Public Schools
							Laubach Tutors
							YMCA/YWCA
							Public Library
							Churches
							Other

TABLE 7-A

RESPONSES BY LIBRARY PROGRAM DIRECTORS OF THE NORTH CAROLINA COMMUNITY
COLLEGE SYSTEM CONCERNING THE IDENTIFICATION OF PROVIDERS OF ADULT LITERACY
EDUCATION IN NORTH CAROLINA IN 1985

Institution (N=57)	Providers								
	Community College As Primary Provider	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Other Community Agencies Cited					
				Public Schools	YMCA/YWCA	Laubach Tutors	Public Library	Churches	Other
Anson.....	X								
Asheville-Buncombe.....		X		X					
Beaufort.....		X		X					
Bladen.....	X								
Blue Ridge.....		X				X			

TABLE 7-A--Continued

Institution	Providers						
	Community College As Primary Provider	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Other Community Agencies Cited			
				Public Schools	YMCA/YWCA	Laubach Tutors	Public Library
Brunswick.....		X		X		X	X
Caldwell.....							
Cape Fear.....		X		X		X	
Carteret.....		X				X	X
Catawba Valley.....	X						
Central Carolina.....		X				X	X (one)
Central Piedmond.....		X				X	
Cleveland.....		X					
Coastal Carolina.....		X		X			X (one)
College of the Albemarle	X						

TABLE 7-A--Continued

Institution	Providers						
	Community College As Primary Provider	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Public Schools	YMCA/YWCA	Laubach Tutors	Other Community Agencies Cited
							Public Library Churches Other
Craven.....		X					
Davidson.....		X					
Durham.....		X					
Edgecombe.....	X						
Fayetteville.....		X					
Forsyth.....		X					
Gaston.....							
Guilford.....		X					
Halifax.....	X						
Haywood.....		X					

X (two)

TABLE 7-A--Continued

Institution	Providers						
	Community College As Primary Provider	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Other Community Agencies Cited			
				Public Schools	YMCA/YWCA	Laubach Tutors	Public Library
							Churches
							Other
Isothermal.....	X						
James Sprunt.....	X						
Johnston.....	X						
Lenoir.....		X					
McDowell.....	X						
Martin.....	X						
Mayland.....		X				X	
Mitchell.....		X					
Montgomery.....	X						
Nash.....		X				X	

X X (two)

TABLE 7-A--Continued

Institution	Providers								
	Community College As Primary Provider	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Public Schools	YMCA/YWCA	Laubach Tutors	Public Library	Churches	Other
Pamlico.....		X					X	X	
Piedmont.....		X					X	X	
Pitt.....	X								
Randolph.....		X					X		
Richmond.....		X		X					
Roanoke-Chowan.....	X								
Robeson.....	X								
Rockingham.....			X						X
Rowan.....	X								

TABLE 7-A--Continued

Institution	Providers						
	Community College As Primary Provider	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Other Community Agencies Cited			
				Public Schools	YMCA/YWCA	Laubach Tutors	Public Library
Sampson.....	X						
Sandhills.....							
Southeastern.....			X				X (one)
Southwestern.....		X			X		X (one)
Surry.....	X						
Technical College of Alamance.....		X					X
Tri-County.....	X						
Vance-Granville.....	X						
Wake.....		X		X	X	X	X

TABLE 7-A--Continued

Institution	Providers			
	Community College As Primary Provider			Other Community Agencies Cited
Wayne.....	X	Community College in Cooperation with Other Agencies	Community College, Independent Agencies	Public Schools
Western Piedmont.....	X			YMCA/YWCA
Wilkes.....	X			Laubach Tutors
Wilson.....	X			Public Library
				Churches
				Other

TABLE 8-A

A COMPARISON OF PERCEPTIONS OF LITERACY AND LIBRARY PROGRAM DIRECTORS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM CONCERNING THE EFFECTIVENESS OF LITERACY EDUCATION PROGRAMS IN 1985; RESPONSES BY INSTITUTION

Institution (N=57)	Responses ^a			
	Joint com- munity college/ community agency most effective	Community college most effective	Success is diffi- cult to assess	Illiteracy is still pervasive No response
Anson.....	Lit. ^b		Lib. ^c	Lit., Lib.
Asheville-Buncombe.....	Lib.	Lit., Lib.	Lit.	Lit.
Beaufort.....		Lib.	Lib.	Lit.
Bladen.....		Lib.	Lib.	Lit.
Blue Ridge.....	Lib.	Lit.		

TABLE 8-A--Continued

Institution	Responses				
	Joint com- munity college/ community agency most effective	Community college most effective	Success is diffi- cult to assess	Illiteracy is still pervasive	No re- sponse
Brunswick.....	Lib.	Lit., Lib.	Lit.		
Caldwell.....	Lit.		Lib.		
Cape Fear.....	Lit.	Lib.			
Carteret.....	Lit., Lib.	Lit.			
Catawba Valley.....		Lit., Lib.			
Central Carolina.....	Lit.	Lib.	Lib.		
Central Piedmont.....	Lit.	Lit., Lib.	Lit.	Lit.	
Cleveland.....		Lib.	Lit.		
Coastal Carolina.....	Lib.		Lit.		
College of the Albemarle.....	Lit., Lib.				

TABLE 8-A--Continued

Institution	Responses				
	Joint com- munity college/ community agency most effective	Community college most effective	Success is diffi- cult to assess	Illiteracy is still pervasive	No re- sponse
Craven.....	Lit.		Lit.		Lib.
Davidson.....				Lit., Lib.	
Durham.....	Lit., Lib.				
Edgecombe.....		Lit., Lib.			
Fayetteville.....	Lit.		Lit.		Lib.
Forsyth.....	Lit., Lib.	Lit.			
Gaston.....	Lit.				Lib.
Guilford.....	Lit., Lib.	Lit.			
Halifax.....		Lit., Lib.	Lib.	Lib.	
Haywood.....	Lit.	Lib.			

TABLE 8-A--Continued

Institution	Responses				
	Joint com- munity college/ community agency most effective	Community college most effective	Success is diffi- cult to assess	Illiteracy is still pervasive	No re- sponse
Isothermal.....	Lib.	Lib.	Lib.	Lit.	
James Sprunt.....		Lit.		Lit., Lib.	
Johnston.....		Lib.	Lib.	Lit.	
Lenoir.....	Lit., Lib.				
McDowell.....	Lit.	Lit., Lib.	Lib.		
Martin.....	Lit.	Lib.			
Mayland.....		Lit.	Lib.	Lit., Lib.	
Mitchell.....	Lib.	Lit.	Lit.		
Montgomery.....		Lib.		Lit.	
Nash.....	Lib.			Lit.	

TABLE 8-A--Continued

Institution	Responses				
	Joint com- munity college/ community agency most effective	Community college most effective	Success is diffi- cult to assess	Illiteracy is still pervasive	No re- sponse
Pamlico.....	Lib.	Lib.	Lit.		
Piedmont.....		Lib.	Lit.	Lit.	
Pitt.....		Lit., Lib.			
Randolph.....		Lit., Lib.	Lib.		
Richmond.....	Lit., Lib.	Lit.		Lit.	
Roanoke-Chowan.....		Lit., Lib.			
Robeson.....		Lib.			Lit.
Rockingham.....	Lit.				Lib.
Rowan.....	Lit., Lib.	Lit.			
Sampson.....		Lit., Lib.			

TABLE 8-A--Continued

Institution	Responses				
	Joint com- munity college/ community agency most effective	Community college most effective	Success is diffi- cult to assess	Illiteracy is still pervasive	No re- sponse
Sandhills.....	Lit.	Lit.			Lib.
Southeastern.....			Lit.		Lib.
Southwestern.....		Lit., Lib.			
Surry.....		Lit.	Lib.		
Technical College of Alamance.....	Lib.	Lib.			Lit.
Tri-County.....	Lit.	Lit., Lib.			
Vance-Granville.....		Lit.	Lit.	Lit., Lib.	
Wake.....	Lit.	Lib.	Lit., Lib.		
Wayne.....		Lit.	Lit.		Lib.

TABLE 8-A--Continued

Institution	Responses				
	Joint com- munity college/ college/ community agency most effective	Community college most effective	Success is diffi- cult to assess	Illiteracy is still pervasive	No re- sponse
Western Piedmont.....		Lit., Lib.			
Wilkes.....		Lit., Lib.		Lib.	
Wilson.....	Lib.	Lib.	Lit.		

^aThe response "Other-agency-sponsored programs have proven more effective" was omitted, as there were no responses in this category.

^b"Lit." is utilized herein to designate a response by a literacy program director.

^c"Lib." is utilized herein to designate a response by a library program director.

TABLE 9-A

A COMPARISON OF THE PERCEPTIONS OF LITERACY AND LIBRARY
PROGRAM DIRECTORS OF THE NORTH CAROLINA COMMUNITY
COLLEGE SYSTEM CONCERNING THE ADEQUACY OF EMPHASIS
AFFORDED THE ADULT BASIC EDUCATION PROGRAM IN 1985;
RESPONSES BY INSTITUTIONS

Institution (N=57)	Responses		
	Emphasis is adequate.	Emphasis is not adequate.	No response.
Anson.....	Lit., ^a Lib. ^b		
Asheville-Buncombe..	Lit., Lib.		
Beaufort.....	Lit.	Lib.	
Bladen.....	Lib.	Lit.	
Blue Ridge.....	Lit.		Lib.
Brunswick.....	Lit., Lib.		
Caldwell.....	Lit.		Lib.
Cape Fear.....	Lit., Lib.		
Carteret.....	Lit., Lib.		
Catawba Valley.....	Lit., Lib.		
Central Carolina....	Lit., Lib.		
Central Piedmont....	Lit., Lib.		
Cleveland.....	Lit., Lib.		

TABLE 9-A--Continued

Institution	Responses		
	Emphasis is adequate.	Emphasis is not adequate.	No response.
Coastal Carolina.....	Lit., Lib.		
College of the Albemarle.....	Lit., Lib.		
Craven.....	Lit.		Lib.
Davidson.....	Lit.	Lib.	
Durham.....	Lit.	Lib.	
Edgecombe.....	Lit., Lib.		
Fayetteville.....	Lit., Lib.		
Forsyth.....	Lit.	Lib.	
Gaston.....	Lit.		Lib.
Guilford.....	Lit., Lib.		
Halifax.....	Lit., Lib.		
Haywood.....	Lit., Lib.		
Isothermal.....	Lit., Lib.		
James Sprunt.....		Lit.	Lib.
Johnston.....	Lib.	Lib.	
Lenoir.....	Lit., Lib.		
McDowell.....	Lit., Lib.		

TABLE 9-A--Continued

Institution	Responses		
	Emphasis is adequate.	Emphasis is not adequate.	No response.
Martin.....	Lit., Lib.		
Mayland.....	Lib.	Lit.	
Mitchell.....	Lit., Lib.		
Montgomery.....	Lib.	Lit.	
Nash.....	Lit.	Lib.	
Pamlico.....	Lit., Lib.		
Piedmont.....	Lit.	Lib.	
Pitt.....	Lit., Lib.		
Randolph.....	Lit., Lib.		
Richmond.....	Lib.	Lit.	
Roanoke-Chowan.....	Lit.	Lib.	
Robeson.....	Lit., Lib.		
Rockingham.....	Lit.	Lib.	
Rowan.....	Lit., Lib.		
Sampson.....	Lit., Lib.		
Sandhills.....	Lit.		Lib.
Southeastern.....	Lit., Lib.		
Southwestern.....	Lit.	Lib.	

TABLE 9-A--Continued

Institution	Responses		
	Emphasis is adequate.	Emphasis is not adequate.	No response.
Surry.....	Lit., Lib.		
Technical College of Alamance.....	Lit., Lib.		
Tri-county.....	Lit., Lib.		
Vance-Granville...	Lit., Lib.		
Wake.....	Lit., Lib.		
Wayne.....	Lit., Lib.		
Western Piedmont..	Lit., Lib.		
Wilkes.....	Lib.	Lit.	
Wilson.....	Lit., Lib.		

^a"Lit." is utilized herein to designate a response by a literacy program director.

^b"Lib." is utilized here to designate a response by a library program director.

TABLE 10-A

A COMPARISON OF THE PERCEPTIONS OF LITERACY AND LIBRARY PROGRAM DIRECTORS OF THE
NORTH CAROLINA COMMUNITY COLLEGE SYSTEM OF APPROPRIATE LEVELS OF LIBRARY
INVOLVEMENT IN LITERACY EDUCATION IN 1985; RESPONSES BY INSTITUTIONS

Institution (N=57)	Responses			
	Library should plan for heavy use by ABE students.	Library should be supportive of ABE program.	Library should expect little use by ABE students.	No response.
Anson.....		Lit., ^a Lib. ^b		
Asheville-Buncombe..	Lib.		Lit.	
*Beaufort.....	Lib.		Lit.	
Bladen.....		Lit.	Lib.	
Blue Ridge.....		Lib.	Lit.	
Brunswick.....			Lit., Lib.	
Caldwell.....		Lit., Lib.		

TABLE 10-A--Continued.

Institution	Responses			
	Library should plan for heavy use by ABE students.	Library should be supportive of ABE program.	Library should expect little use by ABE students.	No response.
Cape Fear.....	Lib.		Lit.	
Carteret.....	Lit.	Lib.		
Catawba Valley....		Lit.	Lib.	
Central Carolina..			Lit., Lib.	
Central Piedmont..	Lit.		Lib.	
Cleveland.....			Lit.	Lib.
Coastal Carolina..	Lit.		Lib.	
College of the Albemarle.....		Lit., Lib.		
Craven.....	Lit.			Lib.
*Davidson.....	Lit.	Lib.		
Durham.....	Lit.	Lib.		

TABLE 10-A--Continued

Institution	Responses			
	Library should plan for heavy use by ABE students.	Library should be supportive of ABE program.	Library should expect little use by ABE students.	No response.
*Edgecombe.....	Lib.		Lit.	
Fayetteville.....	Lit.		Lib.	
Forsyth.....	Lit.	Lib.		
Gaston.....			Lit., Lib.	
Guilford.....	Lit.			Lib.
*Halifax.....	Lib.		Lit.	
Haywood.....	Lit., Lib.			
Isothermal.....			Lit., Lib.	
James Sprunt.....	Lib.	Lit.		
Johnston.....	Lib.		Lit.	
Lenoir.....		Lib.	Lit.	
McDowell.....	Lit.	Lib.		

TABLE 10-A--Continued

Institution	Responses			
	Library should plan for heavy use by ABE students.	Library should be supportive of ABE program.	Library should expect little use by ABE students.	No response.
Martin.....		Lit.	Lib.	
Mayland.....	Lit.		Lib.	
Mitchell.....	Lib.		Lit.	
Montgomery.....	Lit.		Lib.	
*Nash.....	Lit.	Lib.		
Pamlico.....	Lit., Lib.			
Piedmont.....	Lit., Lib.			
Pitt.....	Lit., Lib.			
Randolph.....	Lit., Lib.			
Richmond.....	Lib.		Lit.	
*Roanoke-Chowan....	Lit., Lib.			
Robeson.....		Lib.	Lib.	

TABLE 10-A--Continued

Institution	Responses		
	Library should plan for heavy use by ABE students.	Library should be supportive of ABE program.	Library should expect little use by ABE students. No response.
Rockingham.....		Lib.	Lit.
Rowan.....		Lit., Lib.	
Sampson.....		Lib.	Lit.
Sandhills.....			Lit. Lib.
Southeastern.....	Lib.		Lit.
Southwestern.....		Lib.	Lit.
Surry.....		Lit.	Lib.
Technical College of Alamance.....	Lib.	Lit.	
Tri-County.....	Lit.		Lib.
Vance-Granville...	Lit., Lib.		

TABLE 10-A --Continued

Institution	Responses			
	Library should plan for heavy use by ABE students.	Library should be supportive of ABE program.	Library should expect little use by ABE students.	No response.
Wake.....		Lit., Lib.		
Wayne.....	Lit., Lib.			
Western Piedmont...	Lib.		Lit.	
Wilkes.....			Lit., Lib.	
Wilson.....	Lib.		Lit.	

*Denotes institutions which jointly administer library and Adult Basic Education programs through the learning resources center.

^a"Lit." is utilized herein to designate a response by a literacy program director.

^b"Lib." is utilized herein to designate a response by a library program director.

TABLE 11-A

A COMPARISON OF THE PERCEPTIONS OF LITERACY AND LIBRARY PROGRAM DIRECTORS OF THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM CONCERNING AREAS OF LIBRARY INVOLVEMENT IN LITERACY EDUCATION PROGRAMS IN 1985; RESPONSES BY INSTITUTION

Institution (N=57)	Areas Reported	
	By Literacy Director (N=57)	By Library Director (N=57)
Anson.....	1 A ^a ; 4 T ^b	2 T
Asheville-Buncombe...	0	4 T
Beaufort.....	2 T	0
Bladen.....	0	1 A; 2 T
Blue Ridge.....	0	0
Brunswick.....	1 A; 2 T	1 A; 2 T
Caldwell.....	0	0
Cape Fear.....	3 T	3 A; 4 T
Carteret.....	2 A; 3 T	2 A; 3 T
Catawba Valley.....	1 T	2 T
Central Carolina.....	2 A	1 T
Central Piedmont.....	1 T	1 T
Cleveland.....	0	0
Coastal Carolina.....	0	2 T

TABLE 11-A--Continued

Institution	Areas Reported	
	By Literacy Director	By Library Director
College of the Albemarle.....	2 T	1 T
Craven.....	1 A;2 T	0
Davidson.....	2 A;4 T	4 A;4 T
Durham.....	1 T	1 T
Edgecombe.....	2 A;3 T	2 T
Fayetteville.....	1 T	1 A;2 T
Forsyth.....	4 A;3 T	0
Gaston.....	1 T	1 T
Guilford.....	2 A;4 T	1 A;1 T
Halifax.....	2 A;2 T	1 A;2 T
Haywood.....	2 T	4 T
Isothermal.....	1 A;3 T	1 A;2 T
James Sprunt.....	2 T	2 T
Johnston.....	0	4 T
Lenoir.....	1 A	1 A;1 T
McDowell.....	6 A;5 T	1 T
Martin.....	1 T	1 A;2 T
Mayland.....	2 T	2 T
Mitchell.....	0	0

TABLE 11-A--Continued

Institution	Areas Reported	
	By Literacy Director	By Library Director
Montgomery.....	0	1 A;2 T
Nash.....	4 T	1 T
Pamlico.....	1 T	1 A;2 T
Piedmont.....	1 A;2 T	1 A;3 T
Pitt.....	3 T	1 A;3 T
Randolph.....	1 A;3 T	2 A;4 T
Richmond.....	2 T	1 A;3 T
Roanoke-Chowan.....	1 T	1 A;2 T
Robeson.....	1 A;1 T	5 T
Rockingham.....	1 T	0
Rowan.....	0	1 T
Sampson.....	0	0
Sandhills.....	0	0
Southeastern.....	2 A	0
Southwestern.....	2 A	1 A;2 T
Surry.....	1 T	2 T
Technical College of Alamance.....	0	2 T
Tri-County.....	1 A;2 T	0
Vance-Granville.....	3 T	1 A;3 T

TABLE 11-A --Continued

Institution	Areas Reported	
	By Literacy Director	By Library Director
Wake.....	0	2 T
Wayne.....	1 A;2 T	1 T
Western Piedmont.....	2 A;1 T	1 A;1 T
Wilkes.....	1 A	2 T
Wilson.....	1 A;1 T	1 A;2 T

^a"A" refers to "active."

^b"T" refers to "traditional."

TABLE 12-A

A COMPARISON OF PERCEPTIONS OF LITERACY AND LIBRARY PROGRAM DIRECTORS OF
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM CONCERNING SELECTED DESIRABLE
CHANGES IN PROGRAM PROCEDURES IN 1985; RESPONSES BY INSTITUTION

Institution (N=57)	Suggested Changes						
	Library should appoint liaison with ABE.	Consul- tations should be set.	Library should not handle ABE texts.	Library should expend less for ABE.	ABE staff should consult with library.	Library should expend more for ABE.	No response.
Anson.....	Lt. ^a	Lt. ^b Lb.	Lt.	Lt.		Lb.	
Asheville-Buncombe..	Lb.			Lb.	Lb.	Lb.	Lt.
Beaufort.....	Lb.	Lt., Lb.			Lt., Lb.	Lb.	
Bladen.....	Lt.				Lb.		
Blue Ridge.....			Lt.				Lb.
Brunswick.....	Lt.	Lb.					

TABLE 12-A--Continued

Institution	Suggested Changes						
	Library should appoint liason with ABE.	Consul- tations should be set.	Library should not handle ABE texts.	Library should expend less for ABE.	ABE staff should consult with library.	Library should expend more for ABE.	No response.
Caldwell.....	Lt.	Lt.			Lt.		Lb.
Cape Fear.....	Lt.	Lb.				Lb.	
Carteret.....					Lt.	Lt.	Lb.
Catawba Valley.....					Lt.		Lb.
Central Carolina...					Lt., Lb.		
Central Piedmont...	Lt.	Lt.			Lt., Lb.	Lt.	
Cleveland.....	Lt.	Lt.				Lb.	
Coastal Carolina...	Lt.	Lb.			Lt., Lb.	Lt., Lb.	
College of the Albemarle.....				Lb.			Lt.
Craven.....						Lt.	Lb.

TABLE 12-A--Continued

Institution	Suggested Changes						
	Library should appoint liason with ABE.	Consultations should be set.	Library should not handle ABE texts.	Library should expend less for ABE.	ABE staff should consult with library.	Library should expend more for ABE.	No response.
Davidson.....	Lb.	Lb.	Lb.		Lb.	Lb.	Lt.
Durham.....	Lt.	Lb.			Lb.	Lb.	
Edgecombe.....	Lb.	Lb.					Lt.
Fayetteville.....	Lt.	Lb.			Lt., Lb.	Lt.	
Forsyth.....						Lb.	Lt.
Gaston.....		Lb.					Lt.
Guilford.....		Lb.				Lt.	
Halifax.....	Lb.						Lt.
Haywood.....	Lt., Lb.						
Isothermal.....		Lb.				Lt.	

TABLE 12-A--Continued

Institution	Suggested Changes						
	Library should appoint liason with ABE.	Consul- tation should be set.	Library should not handle ABE texts.	Library should expend less for ABE.	ABE staff should consult with library.	Library should expend more foe ABE.	No response.
James Sprunt.....			Lb.	Lb.	Lt.		
Johnston.....	Lt., Lb.	Lt., Lb.			Lt., Lb.	Lt.	
Lenoir.....	Lb.			Lb.	Lt.	Lb.	
McDowell.....					Lb.	Lt.	
Martin.....	Lb.					Lb.	Lt.
Mayland.....		Lb.			Lt., Lb.	Lb.	
Mitchell.....	Lt., Lb.	Lt.			Lt., Lb.		
Montgomery.....	Lt.			Lb.	Lt.	Lt.	
Nash.....					Lt., Lb.		
Pamlico.....	Lt., Lb.	Lb.			Lb.	Lb.	

TABLE 12-A -- Continued

Institution	Suggested Changes						
	Library should appoint liason with ABE.	Consul- tations should be set.	Library should not handle ABE texts.	Library should expend less for ABE.	ABE staff should consult with library.	Library should expend more for ABE.	No response.
Piedmont.....	Lt., Lb.	Lb.				Lt., Lb.	
Pitt.....	Lt., Lb.				Lt., Lb.	Lb.	
Randolph.....	Lb.				Lb.	Lb.	Lt.
Richmond.....	Lt., Lb.	Lt., Lb.			Lb.	Lb.	
Roanoke-Chowan....	Lt.					Lb.	
Robeson.....				Lb.	Lb.	Lb.	Lt.
Rockingham.....		Lb.			Lb.	Lb.	Lt.
Rowan.....		Lb.					Lt.
Sampson.....					Lt., Lb.	Lb.	
Sandhills.....		Lt.			Lt.	Lt.	Lb.

TABLE 12-A --Continued

Institution	Suggested Changes						
	Library should appoint liason with ABE.	Consul-tation should be set.	Library should not handle ABE texts.	Library should expend less for ABE.	ABE staff should consult with library.	Library should expend more for ABE.	No response.
Southeastern.....	Lt., Lb.	Lt., Lb.			Lt., Lb.	Lb.	
Southwestern.....		Lb.			Lt., Lb.	Lt., Lb.	
Surry.....	Lb.				Lt., Lb.		
Technical College Alamance.....	Lb.		Lt.	Lt.	Lb.	Lb.	
Tri-County.....							Lt., Lb.
Vance-Granville...	Lt., Lb.	Lb.			Lb.	Lt.	
Wake.....	Lb.	Lt., Lb.			Lb.	Lt., Lb.	
Wayne.....		Lb.			Lt., Lb.	Lt., Lb.	
Western Piedmont..	Lb.	Lt.			Lt.		

TABLE 12-A --Continued

Institution	Suggested Changes						
	Library should appoint liason with ABE.	Consul- tations should be set.	Library should not handle ABE texts.	Library should expend less for ABE.	ABE staff should consult with library.	Library should expend more for ABE.	No response.
Wilkes.....	Lb.						Lt.
Wilson.....	Lb.				Lt., Lb.	Lb.	

^a"Lt." is utilized herein to designate a response by a literacy program director.

^b"Lb." is utilized herein to designate a response by a library program director.